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Date: 10-05-2021

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution:**
CtI Eurocollege
- **Town:** Limassol
- **School/Faculty (if applicable):** Business
- **Department/ Sector:** Business
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

ΜΕΤΑΠΤΥΧΙΑΚΟ ΣΤΗΝ ΔΙΟΙΚΗΣΗ ΕΠΙΧΕΙΡΗΣΩΝ

In English:

Master's in business administration

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

In Greek: Concentrations

In English: Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

A. Introduction

This part includes basic information regarding the onsite visit.

Following the invitation by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), the External Evaluation Committee (EEC) had the opportunity to evaluate, via a Zoom meeting, the Master's in Business Administration at Ctl Eurocollege. The meeting was coordinated by Mr. Costas Constantinou and took place on May 10, 2021.

We were supplied with a number of documents prior to the visit, which included the program of study and the course guides for the offered modules. At the committee's request, we were supplied with additional information after the virtual meeting. These included the PowerPoint presentation of the College and the program.

The committee had the opportunity to meet with the senior management of the College, the academic faculty, support staff and students. During the meetings, the committee attended presentations organized by the College related to the institution and the program. The EEC had the opportunity to ask questions related to the program, faculty, and the institution more broadly. Additional evidence was requested when required. Given that the evaluation took place online, the EEC did not have the opportunity to visit the College's premises. However, comprehensive video presentations were provided, which were considered sufficient for the purposes of this evaluation.

The EEC would like to thank all parties involved for their cooperation and support during the online evaluation. The faculty, administration and school leadership were generous with their time and we appreciate their (virtual) hospitality. The committee would also like to thank the CYQAA coordinator for managing the process both efficiently and effectively.

In broad strokes, we found the presentations, the discussions, and the documentation to be helpful in enabling us to understand the program structure, its management, and the wider context. As we detail below, we identified strengths of the program while we also offer suggestions to be considered by the College.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Yannis Georgellis (Chair)	Professor	University of Kent, UK
Christos Kolympiris	Associate Professor	University of Warwick, UK
Dionisis Philippas	Associate Professor	ESSCA School of Management, France
Giorgos Christodoulou	Student Representative	Open University of Cyprus, Cyprus
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) *sub-areas*
 - (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) *some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

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.

Strengths

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

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 EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

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

Sub-areas

- 1.1 Policy for quality assurance**
- 1.2 Design, approval, on-going monitoring and review**
- 1.3 Public information**
- 1.4 Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*

- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

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 Master's in Business Administration (MBA) is a 3 semester, full-time program and requires a minimum of 90 ECTS. In general, the program is well structured, its objectives are in accordance with the overall strategy of the college and the intended learning outcomes stem from and are consistent to the content of the program. The purpose, objectives, and learning outcomes are clearly communicated and well-justified. The expected learning outcomes of the program are communicated clearly to the students. Overall, the program seeks to prepare students for leadership and managerial roles in profit and non-profit organizations in a global competitive business environment.

The structure and content of the program map into the learning outcomes and the program is well designed. Indeed, the program has been updated to be a general MBA without offering electives but rather opting for a more comprehensive set of core courses. All available courses and their content are communicated to students through the College's online platform.

The admission criteria are adequate. In large part due to the lack of recent accreditation, the program is offered only to international students from Asia and Russia. Indeed, upon accreditation the College plans to tap into its pool of students from undergraduate programs.

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.

Strengths

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

1. The foundational semester is an innovation of the program and the committee commends the College for this innovation.
2. The list of courses is a good mix of standard courses offering the foundation of business administration knowledge (e.g., Strategy and Marketing) and courses reflecting more contemporary topics such as HRM, Leadership and Business Ethics.
3. There is a good effort to feed research into the course offerings. The College is ambitious in promoting research activities and indeed these seem to inform the course offering in many ways.
4. Most faculty are PhD holders. This ensures high academic standards, which coupled with the ties the College has with the business world (i.e. guest lectures) offer the students both practical and theoretical insights.

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 titles of some courses are not fully reflective of the course contents. For example, entrepreneurship-related material is included in the Managing for Innovation module but this is not communicated in the title.

Similarly, organizational behavior related contents are included in the HRM module but again this is not shown in the title. The committee suggests to reconsider the naming of the courses.

2. The content and titles of the Finance courses could be reviewed to ensure a greater alignment. For example, there are two core modules namely, Financial Management (FM) and Financial Markets and Institutions. Even though the former is of general interest, the latter needs to be modified (perhaps, some of the chapters in the syllabus) to accommodate students who might not have the relevant academic background (e.g., in microeconomics or macroeconomics). The title and/or the content of the course could be modified to emphasize in-firm specific issues in Financial Management and Portfolio Management.
3. In line with the point above, the College has opted to not offer elective courses. This is not uncommon for MBA programs, including leading ones. But, the College has experience in offering elective modules in its current MBA format. As such, the committee invites the College to reflect on whether forgoing electives foregoes existing expertise.
4. For good reasons, which were clearly communicated to the committee, the student population does not include Cypriot or Greek students. This is limiting the potential of foreign students for further interactions.
5. The modules are taught solely by local faculty but to enhance the international dimension of the program further consideration could be given in inviting visiting professors from abroad who could enhance the quality and research profile of the program.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Partially compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

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

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology

2.2 Practical training

2.3 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*

- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

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.

There is a comprehensive teaching methodology and mechanisms. The College has given appropriate consideration to the overall teaching and learning design and delivery of the proposed program. The program is built with student needs in mind. Overall, the educational process comes across as well-structured, effective and well-implemented. There are well-documented academic procedures involving the Program Coordinator, the teaching staff and the students. There are no apparent problems or difficulties in the management of the program. The College successfully applies the ECTS.

The assessment system and criteria regarding student course performance are clear, adequate and well-communicated to the students. There is good evidence of structured and well-organized taught material (lecture presentations, good blending of theoretical material and practice, independent study etc). All teaching material are readily available to student.

The College has modern educational technologies, and has shown evidence from staff and students about how useful these had been during the Covid19 challenges.

Strengths

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

1. A number of committees ensure proper delivery of module material and constitute an important means the College maintains consistent quality standards.
2. The College has strong ties with the business community, which is beneficial for the student experience, e.g. offering guest lectures to students.
3. Through the Cyprus-wide library network, students have the opportunity to access databases that would be difficult to access otherwise. This is particularly relevant when designing programs meant to offer key resources to students.
4. In general, the EEC feels that the program is fully managed by the academics in charge and there are no inappropriate non-academic interventions. The programme is of relatively small 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 part of the culture of the staff. They also expressed satisfaction with the College's services when they first joined the College when coming from abroad.

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 committee makes the following recommendations for improvements:

There is evidence of a solid admission process with well-documented criteria, but this could be tightened up if the program is to become more competitive in the future (e.g., higher prior Bachelor marks to enter into the program etc.). The English language entry requirements are relatively low.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

3. Teaching staff (ESG 1.5)

Sub-areas

3.1 Teaching staff recruitment and development

3.2 Teaching staff number and status

3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

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 EEC met with most of the full-time and part-time teaching staff involved in the program. Most permanent academic faculty are PhD qualified. The doctoral degrees have been acquired mainly from British Institutions. All faculty members are engaged, professional, and have very good English language skills.

In addition, faculty are satisfied with working conditions and the overall College work environment. They take teaching seriously and are supportive of the initiatives regarding research (i.e., they are active in research projects and have a good understanding of the value of doing research for an educational institution).

The College promotes research in numerous ways including funding availability and rewards for research activities.

Strengths

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

1. The College offers reasonable teaching loads which a reduction as the faculty members move are promoted to higher ranks.
2. The College encourages research activities in a number of ways including full support for conference attendance and such activities can augment staff's professional development.
3. Research activity is seen favorably for promotion and this creates additional incentives for staff development.

4. There is a good balance between young and experienced faculty members. The experienced faculty have been with the College for a several years, which suggests the presence of a good working environment that is beneficial to the program.
5. Teaching outcomes are monitored and are carefully reviewed by the institution so that any issues arising are dealt with in timely and professional manner. There is also a good process of evaluation of the faculty by both students and the Head of the Department.

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. While research is appreciated and encouraged, there is space for improvement in terms of how research is evaluated. In broad terms, scope of activities receives higher credit than focus on, say, leading publications. Although this approach fits the College vision and strategy, focusing on higher quality publications informed by international metrics could further enhance the reputation of the College in the long term.
2. The College could consider the introduction a research seminars series in which faculty members could present research papers a practice 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.).

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Partially compliant

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

Sub-areas

4.1 Student admission, processes and criteria

4.2 Student progression

4.3 Student recognition

4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

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 EEC met with four students and we asked them about their experiences, and what they liked and disliked as well as what they think could be improved at the College. In general, we noted that students were very positive about the College. They did consider it as second home, as they were international and were satisfied with the College experience, which, they noted, had helped them considerably.

It seems that the College is very student-oriented. They listen to the needs of students as well as the needs of the market and integrate this in the program

Strengths

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

1. The College is very student-oriented. For instance, when applicable, the College aids students in finding accommodation.
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 institution 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. Scholarships are available and this is another strong plus.

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 session with the students, we asked for the reasons why the CTL Eurocollege is an institution where students would like to study, what this program offers to their professional development, if they face any difficulties due to Covid pandemic, and in overall, how if they find this program comprehensive. Students responded that they found the program to be designed to their needs, to provide the knowledge and the toolboxes that they need in their professional careers. We also asked open questions about their experiences with the transmission from traditional teaching to online tutorials, and what they would improve (we assume from our own experience that there are always things to improve). The responses were rather general but overall positive (e.g., “everything is perfect” or “nothing is to be improved”). The EEC felt that the program is well organized and the College provided all the assistance (academic and administrative) needed before and during the pandemic.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

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 visit on the College's building together with the interviews we conducted lead us to conclude that THE College offers adequate resources to both students and faculty including access to library material, IT infrastructure and administrative support.

Indeed, the buildings are 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 with what they need to fulfil their teaching duties and, in part and when applicable, their research endeavors.

Strengths

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

1. The leadership team are committed to support faculty and students with resources when required.
2. The administrative staff are very satisfied with the working conditions in the College. Moreover, the administrative staff is dedicated, actively participates in student life and supports 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 programme is successful in recruiting more students, with the demands and expectations that students in MBA 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.

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. 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.
2. 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.
3. 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.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

6.1 Selection criteria and requirements

6.2 Proposal and dissertation

6.3 Supervision and committees

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*

- reports per semester and feedback from supervisors
- support for writing research papers
- participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.

You may also consider the following questions:

- How is the scientific quality of the PhD thesis ensured?
- Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?
- Can you please provide us with some dissertation samples?

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.

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

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.

Click or tap here to enter text.

Please select what is appropriate for each of the following sub-areas:

Sub-area		Non-compliant/ Partially Compliant/Compliant
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

This program has great potential to appeal both to Cypriot and international students interested in careers in business, management, public sector and ministries, and in the private business sector. In the era following the financial and Covid crises, the focus of this program should be attractive to many but also needs to be communicated, locally and internationally.

The EEC has identified a number of strengths in the various sub-areas listed above but has also made concrete recommendations for specific improvements with a view to meeting these objectives. Rather than summarizing or selecting a subset of these recommendations, we prefer to refer the reader to the bullet points listed below. We strongly encourage the college to consider these recommendations.

We find that the strong points of the College's MBA program are as follows:

1. A well-structured and organized program following the ECTS standards.
2. The program of study is well-designed and delivered in line with its objectives and the College's strategy.
3. Management, teaching and administrative staff are committed to the delivery of the program.
4. A well-resourced program.
5. The process of teaching and learning supports student needs and development.
6. All faculty have proper educational qualifications (Ph.D.) and professional experience.
7. The College is ambitious in terms of promoting research and engages actively towards that end.

We find that the College's MBA program can be improved on the following fronts:

1. Update course titles to more accurately reflect course contents.
2. Consider the content/titles of Finance courses to be more of more general interest, avoiding specialized topics.
3. Reconsider the offering of electives
4. Intensify efforts to attract Cypriot students

5. Internationalization could be improved in a number of ways including hosting visiting faculty from institutions outside Cyprus
6. Intensify (existing) links with industry in part by the development of internships.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Yannis Georgellis (Chair)	
Christos Kolympiris	
Dionisis Philippas	
Giorgos Christodoulou	
Click to enter Name	
Click to enter Name	

Date: 12-05-2021