Doc. 300.1.1

Date: 13/1/2024

External Evaluation Report

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

- **Higher Education Institution:**
  CITY UNITY COLLEGE

- **Town: Nicosia**

- **School/Faculty (if applicable):** School/Faculty

- **Department/ Sector: Business Department**

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

  In Greek:

  Διοικηση Επιχειρησεων

  In English:

  Business Administration

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

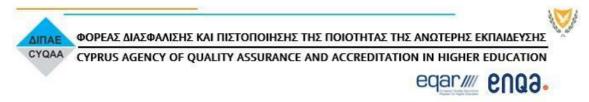- **Programme's status:** Currently Operating

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

Introductıon

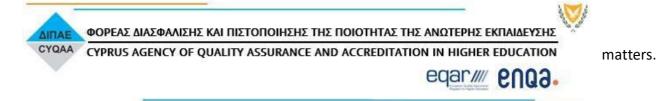*This part includes basic information regarding the onsite visit.*

Upon receiving an invitation from the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), the External Evaluation Committee (EEC) assessed the "Bachelor of Arts in Business Administration" programme (hereafter BA), a currently operating conventional programme offered by City Unity College (hereafter CUC) in Nicosia, Cyprus.

The EEC consisted of four academics: the Chair of the Committee, Professor Dionisis Philippas (ESSCA School of Management), and the members Professor Stratos Ramoglou (University of Southampton), Periklis Gogas (Democritus University of Thrace), and the student member Mrs. Maria Paraskevi (Open University of Cyprus). The evaluation for the programme occurred at the CUC premises on January 11, 2023.

In advance of the site visit and during the visit itself, the EEC received extensive materials and other pertinent documentation, including all the PowerPoint slides presented on the day of the site visit. Digital communication tools were employed by the EEC to aid in the preparation of the site visit and the evaluation.

The EEC met with the senior management team, namely CUC's CEO and President of the Board, Mr. Elias Philippou, the Academic Director, Dr. Constantinos Charalambous, the Academic Programme's Director, Dr. John Violaris, the Head of Business Department, Chrysostomi Maria Kyrillou, the Quality Assurance Officer, Charis Kyriacou, and the Head of Research, Dr. Zanete Garanti, as well as a number of full-time and adjunct faculty, administrative and other support staff from CUC, and five students who currently study in the programme.

To begin the sessions, the senior management team at CUC presented the College, along with the BA under review. Subsequently, the EEC met and discussed with various stakeholders, including the programme coordinator, full-time and adjunct faculty, students, and administrative personnel. These discussions covered the programme under review, its structure, academic aspects, staff workload and organization, assessments, and resources. After the presentations in each session, the EEC had the opportunity to engage in Q&A sessions, where they collected additional information. Specifically, the EEC inquired about various aspects, including the programme (e.g., learning objectives (LO), programme structure, delivery methods, assessment approaches, quality of learning (QoL), infrastructure, and IT support, among others), the faculty, and broader
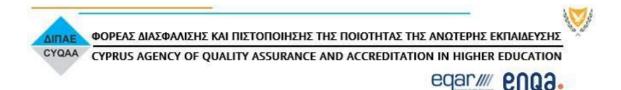
Furthermore, the EEC sought additional evidence and clarification regarding various areas. These included information on placements, advisory for students, office hours, examples of assessments, details about open access materials, platforms, and other learning technologies. During the site visit, the EEC engaged with current students, who shared their experiences at CUC, regarding the programme. Later, the EEC took a tour of CUC's premises and the library.

Lastly, the EEC posed questions about significant changes that have taken place during the last years of the programme, driven by the rapid developments in the region. They also inquired about the management's strategic plan for the programme's future and the overlapping between similar programmes in the Cypriot market, with regard to the programme's sustainability. The final session involved a meeting with members of the senior management team for any remaining questions and clarifications.

The EEC members found the discussions to be fruitful and informative. The EEC would like to thank all parties involved for their cooperation and support during the site evaluation. The EEC would also like to express its gratitude to Mr. Costas Constantinou, the CYQAA coordinator, for his efficient way of organizing the visit.

B. External Evaluation Committee (EEC)

Name	Position	University
Dionisis Philippas	Chairman and Professor	ESSCA School of Management
Stratos Ramoglou	Professor	University of Southampton
Periklis Gogas	Professor	Democritus University of Thrace
Maria Paraskevi	Student representative	Open University of Cyprus

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
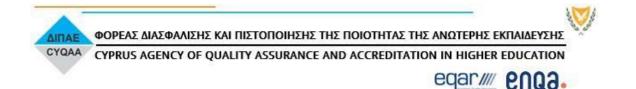
Standards

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

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
  - o *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - o *is designed by involving students and other stakeholders* o *benefits from external expertise*
  - o *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)*
  - o *is designed so that it enables smooth student progression*
  - o *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS* o *defines the expected student workload in ECTS*

- o *includes well-structured placement opportunities where appropriate* o *is subject to a formal institutional approval process*
- o *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* o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- o *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*
- o *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:* o *selection criteria* o *intended learning outcomes* o *qualification awarded*
  - o *teaching, learning and assessment procedures* o *pass rates*
  - o *learning opportunities available to the students*
  - o *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - o *key performance indicators* o *profile of the student population*
  - o *student progression, success and drop-out rates* o *students' satisfaction with their programmes* o *learning resources and student support available* o *career paths of graduates*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

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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 main strengths of the programme are after below:

1. The purpose, requirements, and learning objectives are congruent with the mission of the programme and the needs of the Cypriot but also international job market.
2. The curriculum has a disciplinary focus, reflected in its structure and content. The various electives and requirements within disciplinary tracks hold significant importance within the programme.
3. The information related to the programme of study is publicly available.
4. 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.
5. The CUC uses student-friendly tools like Moodle, electronic libraries, and so on.
6. A number of the faculty teaching staff have adequate practical experience, which ensures a good balance between theory and practice. Moreover, almost half of the teaching staff are Ph.D. holders.
7. The programme offers a diverse range of learning modules that effectively cover key topics in business administration. These modules provide students with the requisite background knowledge and skills to meet future work requirements in their respective fields or advance their careers in the Cypriot (and not only) job market.

8. The current student-to-faculty ratio is 22% (800 to 35). The percentage of CYpriot students is 25%. This is evidence of a balance ratio between international and local students as well as it shows the penetration in the Cypriot market.

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

The main strengths of the programme are after below:

1. The purpose, requirements, and learning objectives are congruent with the mission of the programme and the needs of the Cypriot but also international job market.
2. The curriculum has a disciplinary focus, reflected in its structure and content. The various electives and requirements within disciplinary tracks hold significant importance within the programme.
3. The information related to the programme of study is publicly available.

4. 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.

5. The UCU uses student-friendly tools like Moodle, electronic libraries, online courses, and so on.

6. A number of the faculty teaching staff have adequate practical experience, which ensures a good balance between theory and practice. Moreover, almost half of the teaching staff are Ph.D. holders.

7. Management, tutors, and administrative staff demonstrate dedication to the programme's planning and execution.

8. The programme offers a diverse range of learning modules that effectively cover key topics in business administration. These modules provide students with the requisite background knowledge and skills to meet future work requirements in their respective fields or advance their careers in the Cypriot (and not only) job market.

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 suggests that the management team, in conjunction with the teaching staff, consider minor improvements in the programme's elements. The following suggestions could inform the improvement process, resulting in a more advanced learning offering and, hopefully, a more sustainable programme, especially given the increasing competition in the provision of educational services. These suggestions include the following:

1. Attention should be given to ensuring that students are exposed to current developments and the latest key trends in the field of business and management.

2. There are many similar programs in the Cypriot educational market, and this may put the sustainability of the programme at risk in the future. The senior management should monitor the corresponding market continuously to be at the edge of the market.

3. The inte... elerate that progress is to invite more visiting instructors (from academia and industry) who could help in the development of the quality of the programme.

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

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

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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. Although CUC College does not have large enrolment numbers, it appears that it has given appropriate consideration to the overall teaching and learning design and delivery of the under-review programme.

The programme is built with student needs in mind. The educational process comes across as wellstructured, effective, and well-implemented. Former accreditations have helped toward that end.

The management of the programme of study does not encounter any problems. The College successfully applies the ECTS.

Quality assurance mechanisms are present and fairly well-aligned with Cypriot standards. They comply with the required quality assurance mechanisms and formal policies for the development and the management of the programme under review but also for the College in overall. Importantly, formal quality assurance mechanisms are accompanied by informal processes which appear to be working well.

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

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

The strengths of the programme are as follows:

1. A number of committees, including an External Advisory Committee, that monitors the proper delivery of module material and constitute an important means by which the College maintains consistent quality standards.

2. The CUC appears to have strong ties with the tourism industry, and this is yet another positive aspect.

3. The programme compares positively with relevant programs offered in Cyprus. The intended learning objectives of the programme conform to the aims and objectives of the programme, and they are

4. In general terms, the EEC feels that the programme is well managed by the faculty in charge, and there are no inappropriate non-academic interventions. The programme is relatively typical for a BA and guarantees a friendly and collegiate environment between students and teaching/administrative staff.

5. The students interviewed by the EEC highlighted that they are quite satisfied with the quality of the programme.

6. Finally, an advantage of the programme is the option for students to pursue part-time studies in the Bachelor's degree with evening classes.

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.

Some minor suggestions are below:

1. The syllabi could include course outlines and coursework, along with more textbook/academic articles in them to strengthen the academic component of the courses as the practical component is already at high levels.

2. The committee suggests visiting companies/instructors with students in order to strengthen the practical training when this is applicable.

Please what **select is**

appropriate for each of the following sub-areas:

Sub-area		Non-compliant/ Partially Compliant/Compliant
2.1	studentcentred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

3. **Teaching staff** *(ESG 1.5)*

> **<u>Sub-areas</u>**
>
> **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

<u>Standards</u>

- *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.*

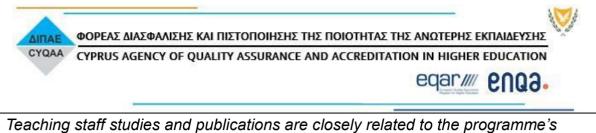**3.2 Teaching staff number and status**

<u>Standards</u>

- *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

<u>Standards</u>

- *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.

During our meeting with the faculty staff, we interviewed 10 faculty members, half of whom are part-time faculty. All the faculty members have adequate qualifications, especially considering the fact that the programme is an undergraduate one. Some of them hold Ph.D. degrees and are also active in research (i.e., conducting research, attending conferences, etc.).
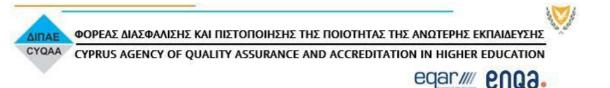
During the interview, the faculty actively participated in the discussion.
Most of the faculty members mentioned that they have a balanced workload and were content with the working environment. Also, they reassured that there are open communication channels with senior management.
The majority handle three courses per semester, and there is a reduction in teaching based on research activities.

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

The EEC has identified the following strengths related to the faculty members during the Q&A session:

1. All faculty members are experienced tutors and academics, actively engaged in CUC and the private sector.
2. The faculty is aware of the workload, activities, and deliveries required for the BA programme.
3. The faculty cultivates a student-oriented environment.
4. The EEC found the tutors to be professional, engaged, and dedicated to the programme.
5. Most of the faculty has long lasting and committed relationship with the College.

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.

There are some minor recommendations:

1. Given the fact that the faculty has a large variety of courses taught in their respective field, an alternative should be to invite instructors from the Cypriot private market to teach applied and more advance courses. This could also provide more flexibility to most of the permanent faculty to be more engaged with research.
2. The CUC should pursue to regularly conduct research and training seminars in which faculty members can involve or participate. This is a practice that is likely to improve the quality of the research and output in general.
3. The promotion criteria are somewhat understandable given the different contributions of each faculty member. However, some standardized and clearly communicated criteria should be introduced as well. For instance, these could include a specified number of research publications following international journal lists such as the ABS 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.

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

Sub-area	Non-compliant/ Partially Compliant/Compliant

3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant

4. **Student <u>admission, progression, recognition and certification</u>** *(ESG 1.4)*

<u>Sub-areas</u>
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:* o *institutional practice for recognition being in line with the principles of the*
    Lisbon Recognition Convention o *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*
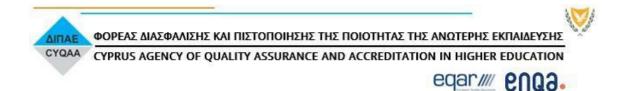
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4.4 Student certification

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 five current students from the BA programme. The EEC asked them about their experiences, reasons for choosing this particular programme and CUC, and what they like or dislike. In general, the EEC observed that students hold very positive views about their studies, the programme they have participated in, and the support they have received.

The student admission requirements and programme outcomes appear to be clear to all students and align well with the criteria set out by Cypriot authorities and the national HE framework.

According to the students, both the course tutors and administrative personnel are helpful and supportive of their needs, creating a very student-oriented environment. The students also seem to receive support from CUC in terms of teaching materials, IT support, and library access in the existing program.

One of the primary motivations for students studying in the BA programme was its affordability (i.e., fees), and flexibility (part-time) so they can also work.

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

Some of the main strengths that the students highlighted are the following:

- There are adequate processes in place for student admission, monitoring, and certification of student progress and achievements.
- Students have highlighted the flexibility of the programme, which provides an advantage compared to other similar programmes.
- The tuition fees are low.
- The students maintain good communication with the faculty, who are available for student feedback and consistently offer support regarding assessments and exams.

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 has no particular comments in this section.

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

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

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.*
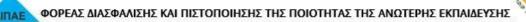
5.2 Physical resources

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.).*

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- *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 EEC **ΔΙΠΑΕ** **ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ** visited CUC's **CYQAA** **CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION** facilities and **eqar//// enqa.** met with the administrative staff. Based on the tour and interviews, the EEC finds that the CUC provides adequate resources for both students and instructors, including access to library materials, IT infrastructure, and administrative support. The lecturers appear to have the necessary resources to fulfill their teaching responsibilities.

The premises, as well as the infrastructure of CUC, are very good.

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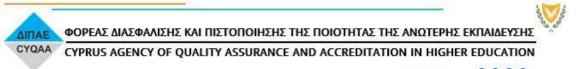*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

The main strengths are after below:

1. The administrative staff has managed the intake per season.
2. There is personal development through training and seminars for the administrative staff.
3. The admission process is adequate.
4. There is also a budget for outsourcing marketing activities.
5. An important aspect is that CUC provides studies for the administrative personnel free of fees.
6. The library is linked with the Cypriot library networking (University of Cyprus).
7. It is important that the senior management ensured the EEC that there is a hiring process on the way due to expected higher number of intakes.

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 has no major comments at this point.

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

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

6.

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Additional for doctoral programmes *(ALL ESG)*

<u>**Sub-areas**</u>

6.1 Selection criteria and requirements
6.2 Proposal and dissertation
6.3 Supervision and committees

6.1 Selection criteria and requirements

<u>Standards</u>

- *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:*
  o *the stages of completion*
    o *the minimum and maximum time of completing the programme* o
    the examinations
    o *the procedures for supporting and accepting the student's proposal*
  o *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

<u>Standards</u>

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  o *the chapters that are contained*
  o *the system used for the presentation of each chapter, sub-chapters and bibliography*
    o *the minimum word limit*
  o *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

<u>Standards</u>

- *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:*
  o *regular meetings*

> o *reports per semester and feedback from supervisors*
> o *support for writing research papers* o *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	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

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.

The BA programme is a currently operating accredited programme up to a 4-year content design and structure, offered by CUC.

The EEC appreciates the significant progress made by the College the last years in launching and running the programme, including utilizing tutors' expertise, ensuring quality assessments, and establishing a programme structure consistent with similar BA programmes.
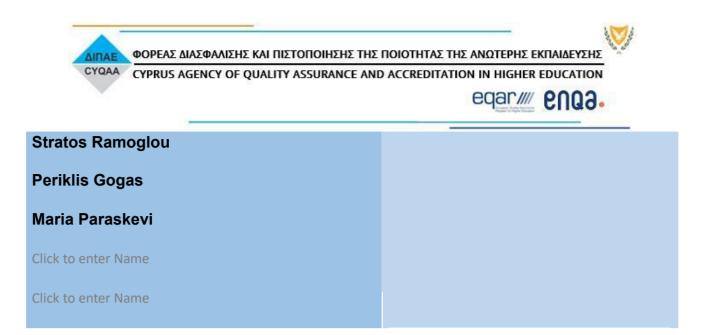
This evaluation aims to suggest a potential reaccreditation and any potential improvements to the programme, as recommended, under the supervision of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education.

The EEC welcomes the programme positively as it holds the potential to allow CUC to promote its programmes and reputation, fostering collaboration with both local and international industry and business. Like most cases, there is room for improvement. Indeed, we have identified some but few areas for reflection, elaboration, and further development, as outlined in each section above. All of the above concerns can be reflected in the programme content, as well as in the course content in the current proposed curriculum. We also suggest that CUC promotes more the programme in the local job market, increasing its visibility.

The EEC would like to take this opportunity to thank the CYQAA coordinator, Mr. Costas Costantinou, for efficiently and effectively organising the process. His facilitation has been exemplary and has contributed to the smooth running of the evaluation. Finally, if the Cyprus Agency of Quality Assurance and Accreditation in Higher Education requires any clarifications regarding the points raised in the report, the members of the EEC remain at the Agency's disposal.

E. Signatures of the EEC

Name	Signature
Dionisis Philippas	

Stratos Ramoglou

Periklis Gogas

Maria Paraskevi

Click to enter Name

Click to enter Name

Date: 13/1/2024