Doc. 300.1.1

Date: 04/01/2021

External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**
  University of Nicosia

- **Town: Nicosia**

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

- **Department/ Sector: Sport Management**

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

  In Greek:

  Programme Name

  In English:

  Sports Management (4 years / 240 ECTS, Bachelor of Business Administration)

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

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

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A. Introduction
This part includes basic information regarding the onsite visit.

EEC's evaluation is based (I) on the accreditation application of the University of Nicosia for the programme of study (document 200.1), including (a) programme's general profile (including intended learning outcomes and student admission requirements), (b) programme's structure and content, (c) list of courses, (d) course descriptions, (e) teaching personnel and their qualifications, (f) administrative structure, (g) infrastructure, (h) quality assurance, standards and indicators and (i) student support mechanisms.

Moreover, EEC's evaluation is based (II) on an online site visit that took place on December 21st. It consisted of (a) a meeting with the Rector and the Vice Rector of academic affairs (and included a short presentation of the institution), (b) a meeting with the Dean of the Business School, representatives of the relevant department and the programme's coordinator (and included presentations on the the School's structure and on the programme's standards, admission criteria for prospective students, the learning outcomes and ECTS, the content and the persons involved in the programme's design and development), (c) a meeting with members of the teaching staff on each course for all the years of study to discuss (i) CVs (i.e. academic qualifications, publications, research interests, research activity, compliance with Staff ESG), any other duties in the institution and teaching obligations in other programmes, (ii) the content of each course and its implementation (i.e., methodologies, selected bibliography, students' workload, compliance with Teaching ESG, (iii) learning outcomes, the content and the assessment of each course and their compliance with the level of the programme according to the EQF and (iv) assessment criteria, samples of final exams or other teaching material and resources, (d) a meeting with students and (e) a meeting with representatives of the administrative staff.

Additionally, the EEC could get an impression of the premises of the institution (i.e. library, computer labs, teaching rooms, research facilities) through a provided documentary film.

B. External Evaluation Committee (EEC)

Name	Position	University
Professor Christoph Breuer	Chair	German Sport University Cologne
Professor Guillaume Bodet	Member	University Claude Bernard Lyon 1
Professor Harry Arne Solberg	Member	Norwegian University of Science and Technology
Lito Zymaridi	Member	University of Cyprus

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:*

<u>Findings</u>

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.

<u>Strengths</u>

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

<u>Areas of improvement and recommendations</u>

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.*

- *<u>**The report may also address other issues which the EEC finds relevant.**</u>*

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.*

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 policy for quality assurance of the programme of study has a formal status and is publicly available. The internal regulations describe the internal programme evaluation process as a key concept of quality assurance. The organisation and functioning of the quality system is guaranteed through appropriate structures, regulations and processes. Thereby, it supports teaching and administrative staff as well as students to take on their responsibilities in quality assurance. Academic integrity, freedom and anti-discrimination are addressed. External advice is integrated.

The programme of study is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes. It is designed by involving stakeholders, external expertise and – via the students' feedback in the evaluation procedures – also by involving students. The four purposes of higher education of the Council of Europe are reflected. The programme of study is designed so that it enables smooth student progression. The internal policy for the introduction of new programmes sets a focus on a programme design balancing the exams' and assignments' content and the level of the programme and the number of ECTS. The expected student workload in ECTS is defined. According to the internal regulations the process and guidelines for the introduction of new programmes are in line with the Bologna Process Declaration and more specifically with the Tuning Methodology in Developing and Evaluating Programmes. Thus, student workload and learning outcomes and competences are important points of reference and are considered as an integral part of a programme and course syllabi. Thus, the programme of study is subject to a formal institutional approval process. Furthermore, it 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 the Framework for Qualifications of the European Higher Education Area. The programme of study is periodically reviewed so that it takes into account the changing needs of the society, the students' workload, progression and completion.

Clear, accurate, up-to-date and readily accessible information about selection criteria, intended learning outcomes qualification awarded, teaching, learning and assessment procedures, learning opportunities available to the students and some graduate employment information is published. No information about the programme's specific pass rates is publicly available.

Information for the effective management of the programme of study is collected, monitored an analysed. The comprises key performance indicators, profile of the student population, student progression, success and drop-out-rates, students' satisfaction, learning resources and student support available and career paths of graduates. However, some of the information is not available specifically for the programme of study.

Strengths

The centralized quality assurance system with its standard procedures covers all programmes of study is definitively a strength. Another strength is the orientation towards needs of the sport management labour market and inclusion of advice from external stakeholders.

Areas of improvement and recommendations

More differentiated graduate employment information would be helpful. Especially quantitative information about the labour market success of graduates would be much appreciated.

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

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

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

<u>Standards</u>

- *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

<u>Standards</u>

- *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

<u>Standards</u>

- *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.*

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- *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.*
-

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.

Regarding the process of teaching and learning, the programme seems to fully satisfy the standards and expectations of a higher education institution. The contents of each module are relevant, well defined and structured, intended learning outcomes are clearly identified, progression (e.g. pre-requisites) between modules is defined, and teaching methods are well supported and integrated with virtual/online resources. Teaching and learning resources seem all very satisfactory, except maybe for some sport facilities, students estimated could be improved.

As for the teaching methods, the programme seems to integrate a diversity of teaching methods that is relevant to achieve the various teaching and learning outcomes, as well as the development of diverse analytical and professional skills. For instance, group work, flip teaching, problem-based learning and case studies are used in classes. Students expressed their satisfaction regarding this aspect. In relation with these objectives and methods, students' assessment seems particularly satisfactory. One particularly positive element that was mentioned is the interaction between the staff and the students, which seems to strongly contribute to students' progress and well-being.

Moreover, a solid system of quality improvement seems to be in place to integrate students' feedback and improve teaching delivery and contents and put them at the centre of the process. The diversity of students – student athletes and students with special needs – is also taken into consideration and procedures are put in place to offer them support and adjust to their needs. The term flexibility was often used to qualify this sense of adjustment and adaptation to the needs of various students.

Practical training seems well integrated in line with the nature and focus of the programme. It is exemplified by the links with sport organisations (e.g. volunteering opportunities, event organisation), the role of practitioners within the teaching team and the internship experience, which is found by the teaching team in connexion with students' aspirations and projects. The double evaluation by the academic and professional tutors of the internship's also demonstrates this integration of practical training.

Strengths

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

The overall teaching and learning system that goes from the macro to the micro, from the university level, to the programme level via the school and department level.

The practical training and the links with the sport sector.

The interaction and proximity between the students and the teaching staff.

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.

No particular problem or issue was noticed.

Possibly, in order to reinforce the link with the sport sector and industry for internships, module co-design, and partnerships, a more formalized relationship could be established for instance via an "advisory board" or "committee", which could gather key partner sport organisations.

Last, although research seems to inform well the programme, it could be interesting to offer opportunities to students in their final year to take part in research conducted by the Leisure, Tourism, Sport Research and Development to increase their familiarity with research in the sport management field.

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
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 participants in the Sports Management programme study a spectrum of issues related to sports and sport business. The students should be able to develop a comprehensive understanding of sport management operations and processes, which they will meet during their professional careers. The programme of studies covers the basic ideas, practices and techniques in sport management, thus enabling students to develop analytical and transferable skills required by the sports industry. The programme also aims at providing the participants with the capacity of applying in practice and analysing and evaluating market data and circumstances to their advantage.

The programme consists of a mixture of compulsory and elective courses. All course has a work-load of 6 ECTS, and each student need to have a total of 240 ECTS. The courses in the Major Requirement module account for 90 ECTS, of which the majority directly or indirectly are sport related.

The other modules are called Business Support requirements (78-90 ECTS), Language Expression Requirements (18-30 ECTS), Computer Electives (12-18 ECTS), Mathematics Electives (12-18 ECTS), Humanities Electives (12-18 ECTS).

Strengths

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

The general management courses are appropriate and should give students the necessary background to study the specialised courses in the Major Requirement module. The teaching staff have adequate competence in these disciplines. The majority of the courses in the Major Requirement module are appropriate in a sport management programme. This involves specialized courses in management, sport law, ethics, to mention some.

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 major weakness we have identified is the lack of courses in sport economics. The Business Support Requirements module include courses in Microeconomic and Macroeconomic. These courses will provide students with theoretical perspectives that can be applied to analyse sport economic related issues. Examples can be team sports economics, the economics of the media, welfare economic analyses of the public sector's involvement in sport, and the economics of major sports events. However, the content in the Major Requirement courses indicates that such topics are sufficiently covered. Although some courses address sport political issues, they do not analyse the public sector's involvement in sport related activities by means welfare economic theories. Other theoretical perspectives that could have been appropriate to apply in a sport related context are principal-agent theory and game theory. In summary, the literature covering sport business courses seems to be more sociology oriented than economic oriented.

On basis if these findings, we will recommend an implementation of sport economic course(s). This may also require recruitment of teaching staff with expertise in this field. As for the other courses in the major requirement module, the teachers seem to have the necessary qualifications.

Some of the teaching staff have publications within the sport management discipline. Having said that, there may be room for improvement on this field. Therefore, we recommend establishing incentives to encourage the staff to publish in appropriate journals. Examples can be sport management journals, sport marketing journals and sport economic journals.

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	Partially compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Partially compliant

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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.*

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 regulations regarding student admission are pre-defined and published. The whole process, guidelines and policy statements for admission to the program are available online and candidates can find the requirements needed (https://www.unic.ac.cy/admissionrequirements/application-procedure). The program accepts students that fulfil the criteria of a High School Leaving Certificate and transcript and good knowledge of English language. The administration of the program is also available to support the applicants with the whole process.

Regarding student's progression, there are mechanisms and tools that monitor students' performance. The program through platforms such as Portal and Moodle, communicates with the students, gives grades/feedback and track down the progress of them. Lecturers provide comprehensive and constructive feedback to students on course tasks, activities and coursework in a structured way so that students can better understand the assessment and relevant requirements. Furthermore, by analysing students' performance or absences of each student the program tries to identify students that are not progressing as they should (poor performance or lack of participation). In such cases, the program contacts the students directly to identify the reason and to find a collective supporting approach for the solution of the problem.

The progress of students is continually measured during the semester, using different methods and techniques such as face-to-face evaluations, assessments, quizzes, tests, projects, case studies and forum discussions, all structured based on the learning outcomes and goals of the course. Students therefore receive feedback on their results during the semester and can contact their lecturers with any questions. Both methods of formative and summative evaluation are used. Students overall feel comfortable to discuss with their lecturers and academic supervisors any issues or concerns (good communication, approachable professors and constant support offered). The program uses evaluation forms for student's feedback collection.

Students with special needs have a special treatment. Students will be assessed and treated according to their skills and abilities and will be given equal opportunities to function successfully within the program. In particular, the program has a centre that tracks the progress of such students while offering continued support. (ex. helping students with psychological issues).

The regulations regarding student recognition are pre-defined, published and seem to be fair. Furthermore, the program offers the opportunity and supports students to have an internship in Sports organisations in Cyprus to gain experience. In addition to that, the university promotes mobility actively by being part of the mobility program ERASMUS plus. An evaluation report is filled during their internship that contains how the students spend their time, students and organisation's feedback etc. (students also get a grade for their internship).

The regulations in the Academic Policies of the University (https://www.unic.ac.cy/wpcontent/uploads/2.-Academic-Policies.pdf) explain which requirements the students must meet to obtain an Academic Award. A bachelor's degree requires a completion of at least 120 credits/240 ECTS. Thus, regulations regarding student certification are pre-defined and published.

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

- Clear rules on admission procedures, manuals on website

- Academic advisors supervise the student progression and may intervene in case of lower performance. Students feel comfortable to provide feedback and address any issues or concerns to their professors.

- Opportunities for internships in abroad and within Cyprus

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.

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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

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.*

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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.*

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.

According to the student representatives the teaching and learning resources are adequate, accessible and supporting the achievement of objectives of the programme. All resources seem to be fit for purpose. However, it is not clear whether the teaching and learning resources would be still appropriate if the programme shifts towards a more theory-/research-led way of teaching (as suggested by the EEC). Here, among others the (electronical) access to the leading sport management journals has to be guaranteed.

The physical resources are adequate to support the study programme. Some student representatives complained the lack of recreational and of sports facilities. But if the programme would shift toward a more theory-/research-led way of teaching (as suggested by the EEC), this argument would be weakened. The Library of the University of Nicosia offers a collection of 90,000 volumes, 800 print journals and thousands of journal articles available electronically through various data banks, a number of e-journals, e-books. Access top relevant academic databases is given. However, it not clear whether the university offers access to most relevant sport management sources (the leading journals ESMQ, JSM, SMR, IJSMS, IJSF, JST etc. and the database Discus). All resources are fit for purpose and students are informed about the services available to them.

Human support resources are generally adequate to support the study programme. There is a Pedagogical support unit (PSU) implemented dedicated to the support of all faculty members in educational and pedagogical aspects of teaching. PSU offers faculty members a series of professional development workshops relevant to education and pedagogy. However, since the EEC recommends a stronger orientation towards a more theory-/research-led way of teaching, personnel development policy should also focus a stronger connection to the international sport management community (e.g., attending EASM conferences, joining international research groups, publishing in leading journals). All resources are fir for purpose and students are informed about the services.

The Student Success Centre (SSC) provides support covering the needs of a diverse population. Students are informed about the services available to them. Students' mobility within and across higher education systems is encouraged and supported.

Strengths

Premises and study facilities are well developed. PSU and SSC are important organisational support units. The procedures are well student-centred.

Areas of improvement and recommendations

To improve the program more theory-/research orientated learning resources of sport management should become accessible and be utilized in the programme. This includes access to the leading sport management journals and the data base DISCUS.

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	Partially compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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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 university has presented an overall good BBA program "Sport Management", which is embedded in a well-functioning business school and significantly benefits from general systems, structures and processes of quality assurance and student support on the one hand and the supply of business support courses, language expression requirements and elective courses from other departments. It is also worth highlighting the great passion and ambition of everyone involved in the program. The exchange with the labor market (the sports industry) also seems to work well. Therefore, the EEC supports the accreditation of the program.

Nevertheless, with regards to the academic foundation of the core courses ("major requirements") and the associated resources the EEC could detect opportunities for improvement. Our recommendations comprise (1) implementing sports economics course(s) and (2) strengthening the connection between teaching personnel (responsible for the major requirements) and the academic community in sport management in order to further develop the human resources. Strengthening this connection could be achieved by active participation in conferences such as the conferences of the European Association for Sport Management, establishing incentives to encourage the teaching personnel to publish in appropriate journals such European Sport Management Quarterly, Journal of Sport Management or Sport Management Review and/or guaranteeing lecturers and students access to those journals (via the library and utilizing them in courses).

More details regarding the opportunities for improvement can be found in the respective sections above.

We wish the University of Nicosia good success with this programme of study.

E. Signatures of the EEC

Name	Signature
Professor Christoph Breuer	
Professor Guillaume Bodet	
Professor Harry Arne Solberg	
Lito Zymaride	

Date: 04/01/2021