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Date: 2/12/2020

External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

- **Higher Education Institution:** University of Central Lancashire (Cyprus)
- **Town:** Larnaca
- **School/Faculty:** School of Business and Management
- **Department:** Department/Sector
- **Programme(s) of study - Name (Duration, ECTS, Cycle)**
Programme 1 – (Business Administration (Hons), 4 years, 240 ECTS, Bachelor)

In Greek:

Πτυχίο στη Διοίκηση Επιχειρήσεων (Hons)

In English:

Business Administration (Hons)

Language(s) of instruction: English

Programme 2 – (Business Administration, 1 year, 90 ECTS, MBA)

In Greek:

Μεταπτυχιακό στη Διοίκηση Επιχειρήσεων

In English:

Business Administration

Language(s) of instruction: English

Programme 3 – (Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master)

In Greek:

Μεταπτυχιακό με Πρακτική Άσκηση στη Διεθνή Διαχείριση Τουρισμού, Φιλοξενίας και Εκδηλώσεων

In English:

Internship in International Tourism, Hospitality and Event Management

Language(s) of instruction: English



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION





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

Due to COVID-19 travel restrictions, the evaluation of the School of Economics & Business at University of Central Lancashire-UCLAN (Cyprus) took place virtually via a Zoom meeting on November 30, 2020.

Prior to the meeting, we were submitted all relevant documents such as the Application for Evaluation-Accreditation of the BSc in Business Administration, the Application for Evaluation-Accreditation of the Master in Business Administration, the Application-Accreditation of the MA Internship in International Tourism, Hospitality and Event Management, the School of Economics & Business Handbook, and documents that include analytical information about the faculty, the infrastructure, the quality assurance mechanisms and the teaching and research procedures and the website.

The EEC had the opportunity to discuss with the Rector Professor Panikkos Poutziouris, the academic and quality assurance co-ordinator Dr Kosmina Theodoulou, the Head of School of Business and Management Ass Professor Loucas Glyptis, BA Course Leader(s) Dr Anthi Avloniti, MBA Course Leader(s) Dr Panayiotis Kontakos and MA International Tourism Course Leader(s) Dr Aspasia Similidou and Dr Konstantinos Kakoudakis.

The committee members have done personal research looked at the website and downloaded the Brochure of the University of Central Lancashire in Larnaca in order to extract further information.

Furthermore, the committee interviewed members of the teaching staff, a group of undergraduate students from the various years of the program, as well as postgraduate students, administrative staff in charge of admissions, registration, marketing, library facilities, IT and other administrative support staff. Then, we had a virtual visit of UCLAN facilities. More specifically, we were shown the impressive exterior premises, various teaching areas, the library, meeting rooms, the gym and restaurant and cafeteria, and some open areas.

Finally, the internal evaluation 'Application' and associated documents, which were submitted by UCLAN University and examined, were considered complete, satisfactory and informative.



B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Aard Groen	Professor (Chair)	University of Groningen, The Netherlands
Kyriaki Kosmidou	Professor (Member)	Aristotle University of Thessaloniki, Greece
Yaniv Poria	Professor (Member)	Ben-Gurion University of the Negev, Israel
Maria Averkiou	Student (Member)	Cyprus University of Technology, 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:*

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 each 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

Findings for *(Business Administration (Hons), 4 years, 240 ECTS, Bachelor)*

This is a good program, supporting the intellectual and social development of students, and preparing them to work in a range of organizations. There is a mix of Cypriot-Greek and international students. The country of origin of the majority of students is Cyprus. Many of them select to receive a British education in Cyprus and the only institution that offers this opportunity is UCLan.

Generally, the program is quite well designed with overall programme objectives that are in line with the institution's strategy and have explicit intended learning outcomes. The purpose, objectives, and learning outcomes are clearly communicated and well-justified. The intended learning outcomes spring clearly from the mission statement of the programme. The structure and content include compulsory and elective courses. The assessment system and criteria regarding student course performance are clear, adequate and well-communicated to the students. Quality assurance mechanisms are present and fairly well aligned with international standards. The students were supported effectively during the Covid19 period.

Findings for *(Business Administration, 1 year, 90 ECTS, MBA)*

This is a specific form of MBA with in general good support for students to develop their management skills on an academic level. The program is well designed, however the elective space is rather small. The quality system underlying the program is well developed, based on the connection to the Preston "Mother"

Findings for *(Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master)*

The members of staff are enthusiastic aiming to provide an appropriate and relevant program for their students. However, the program is based on 4 compulsory courses only as well as two optional courses. Only two members of staff conducted their PhD in tourism related areas.

The assessment system and criteria regarding student course performance are clear, adequate and well-communicated to the students. Quality assurance mechanisms are present and fairly well aligned with international standards of the "mother university" in Preston, UK.

Strengths

Strengths for *(Business Administration (Hons), 4 years, 240 ECTS, Bachelor)*

The program is well designed and organized. Most of the program is taught by full-time faculty members. The combination of the business and management disciplines allows students to acquire and apply relevant skills. A committed teaching staff supports the program. The information related to the program of study is publicly available. The assessment system and criteria regarding student course performance are clear, adequate and well-communicated to the students. The course syllabus and course outlines clearly define the expected learning outcomes, the content, the teaching and learning approaches, and the method of assessing student performance.

Strengths for (*Business Administration, 1 year, 90 ECTS, MBA*)

The program is designed based on clear learning goals. The connection to practical context is well developed, although some attention points exist. The staff is committed, info is available and the assessment system is on par,

Strengths for (*Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master*)

No particular strengths observed

Areas of improvement and recommendations

Areas of improvement and recommendations for (*Business Administration (Hons), 4 years, 240 ECTS, Bachelor*)

The Committee would suggest to have more compulsory courses during the first 2 years of program and electives during the 3rd and 4th year of the program. Moreover, topics such as *Marketing, Human Resources, Financial Management* should be among the compulsory courses.

Moreover, the international dimension could be further improved further with more visiting professors from UCLan (UK) who could aid in the delivery of the programme.

Taking a look at the course syllabus, we noticed that many suggested textbooks in the module outlines are not always up to date and we recommend that these are updated to the latest available titles.

Areas of improvement and recommendations for (*Business Administration, 1 year, 90 ECTS, MBA*)

The committee recommends to make more electives possible in the master to offer more specialization possible. Preferably in line with research activities, e.g. innovation & entrepreneurship

Areas of improvement and recommendations for (*Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master*)

The courses taught should be up dated.

There should be a coherent link between the (n=4) compulsory courses.

The courses should be based on up to date studies published in top tier journals.

The courses should include topics which may be relevant for managers in tourism / hospitality / event management, such as: revenue management, pricing, crisis management, responsible management.

The courses should include case studies which will provide students with relevant tools for a managerial career.

Due to the link to the “Mother university” in Preston, it seems that they are constrained to innovate the modules taught.

The courses should relate to tourism and hospitality in Cyprus, emphasizing issues concerning the management of cultural heritage, which is crucial to the local tourism industry.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>(Business Administration (Hons), 4 years, 240 ECTS, Bachelor)</i>	<i>(Business Administration, 1 year, 90 ECTS, MBA)</i>	<i>(Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master)</i>
1.1	Policy for quality assurance	Compliant	Compliant	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant	Compliant	Compliant
1.3	Public information	Compliant	Compliant	Compliant
1.4	Information management	Compliant	Compliant	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 and 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

Findings for *(Business Administration (Hons), 4 years, 240 ECTS, Bachelor)*

Generally, the findings for the Bachelor are positive. There is good evidence of structured and well-organized taught material, such as lecture presentations, good blending of theoretical material and practice, independent study etc. We have discussed with the academic staff and the students about the modes of delivery, the growth path towards academic critical thinking and concluded that the students receive good opportunities to develop their competencies in a full way of knowledge, skills and attitude.

We have to point out that students are not actively involved with research. This is partially because they are at undergraduate level.

UCLan, Preston policies are followed on the matter. There is a supervision regarding the seminar papers, projects, theses, etc. although we did not have the chance to take a brief look to a sample of them.

Findings for *(Business Administration, 1 year, 90 ECTS, MBA)*

Also for the mba we came in general to positive outcomes. It is well structured and the connection between theory and practice is certainly sought for, The students learn to use academic models and methods and techniques in their projects. The program complies to the EFQ framework. Some students are involved in research and co-author publications, however, these are exceptions (which we think is normal for an mba). Attention point is to take care that thesis projects are supervised only by PhD holders.

Findings for *(Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master)*

The courses and the assignments provide the impression that theory and practice are interconnected in teaching and learning. Students' assessments correspond to the European Qualifications Framework (EQF). Assessment is appropriate, transparent, objective and supports the development of the learner. Assessment when needed is carried out by more than one examiner.

Strengths

Strengths for *(Business Administration (Hons), 4 years, 240 ECTS, Bachelor)*

The learning objectives of the Bachelor programme are well-aligned with the programme aims and objectives, and there is evidence that they are effectively communicated to the students (for example. through the course handbooks). Moreover, the design of the programme as well as the learning mechanisms are appropriate for the effective delivery of the learning objectives.

The Course Leaders responsible for the programme and the administration associated with the programme are experienced and committed to its delivery. This ensures that the programme can be managed by the academics in charge without inappropriate non-academic interventions. There is also a team of dedicated administrators involved with the provision of various types of student support (library, student visas, accommodation, etc).

The internal quality assurance committees and processes are effective. The quality assurance of the programme of study is ensured through active participation of the academic staff. The procedure of quality assurance of the programme of study is well documented and communicated in the application material and this information was supplemented by the presentations/ interviews taking place during our visit.

The programme is of a small size and this results in a friendly and collegiate environment among and between teaching/ administrative staff and students. The current students appear to be satisfied with the quality of the programme.

We have to mention that the technological infra structure of IT for the online teaching is well developed and students are well supported during the Covid 19 period.

Strengths for (Business Administration, 1 year, 90 ECTS, MBA)

The same structure as found in the bachelor is also visible in the MBA. So the quality management is in order. The support for part time students is also well arranged.

Strengths for (Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master)

Some members of staff publish in very prestigious tourism and hospitality journals which is an indication on the quality of their ability to supervised students in this research areas.

The members of staff follow a well establish mechanism to assess their student assignments.

Areas of improvement and recommendations

Areas of improvement and recommendations for (Business Administration (Hons), 4 years, 240 ECTS, Bachelor)

The international aspect of the programme, as well as the links to the local businesses/markets could be enhanced.

In order for the program to be more competitive, we would suggest a change in the admission criteria. For example, referring to the English language entry requirement, an IELTS score of at least 6.0 could be satisfactory and a high school leaving certificate of more than 17.0 could be more competitive.

Areas of improvement and recommendations for (Business Administration, 1 year, 90 ECTS, MBA)

The research support for this program is to be improved. Although some staff members publish in good journals also a lot is not so good, or just a small number of publications. This is a crucial development point. We expect more staff members to visit highly selective conferences such as Academy of management or EURAM, Babson etc.

Areas of improvement and recommendations for (Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master)

Staff member should aim to publish in top tier tourism, hospitality and event management journals.

Staff members should attend well known prestigious conferences focusing on tourism, hospitality and event management.

A committee of well known practitioners should advise members of staff what should be taught in the programs.

Well established visiting scholars should be invited to the UCLan Cyprus. This will improve the teaching standard and the research standard.

Students should be exposed to seminars with well-known practitioners which will assist them learning “what going on out there”.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>(Business Administration (Hons), 4 years, 240 ECTS, Bachelor)</i>	<i>(Business Administration, 1 year, 90 ECTS, MBA)</i>	<i>(Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master)</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant	Compliant	Compliant
2.2	Practical training	Compliant	Compliant	Compliant
2.3	Student assessment	Compliant	Compliant	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

Findings for *(Business Administration (Hons), 4 years, 240 ECTS, Bachelor)*

We met with all teaching staff involved with the programme. In their majority, members of the teaching staff are PhD holders. The members of staff we interviewed seemed to be engaged, professional and with good English language skills.

Moreover, they seemed to be pleased with their working conditions and the overall University working environment. They appeared to take teaching seriously and to be supportive of the initiatives regarding research (i.e. they all seemed to be doing some research and acknowledge the value of doing research for an educational institution and they committed to make a good effort to this direction).

Moreover, teaching staff seems to be in favour of participating in exchanges through the Erasmus plus mobility program.

It appears that feedback on teaching activities is provided via the existing quality assurance processes.

Finally, we have to mention that the subject specialization of the faculty members is almost related to the courses to be delivered at the Bachelor program.



Findings for (Business Administration, 1 year, 90 ECTS, MBA)

In majority, members of the teaching staff are PhD holders. The members of staff we interviewed seemed to be engaged, professional and with good English language skills.

Moreover, they seemed to be pleased with their working conditions and the overall University working environment. They appeared to take teaching seriously and to be supportive of the initiatives regarding research (i.e. they all seemed to be doing some research and acknowledge the value of doing research for an educational institution and they committed to make a good effort to this direction).

The number of teaching staff seems to be a point of improvement in relation to the availability of the 40-40-20 work division, which is now less than 40 for research. Especially on the master level the staff has to develop their research and make the program in line with the research.

Findings for (Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master)

We had the opportunity to speak with all members of staff. All members of staff hold a PHD (only two in the area of tourism and hospitality). Based on our observation the member of staff are highly dedicated to teaching and regard it highly seriously. Not all members of staff research is linked to their teaching duties. Members of staff should aim to better connect their teaching with their research (based on the list of publication this can be done).

Effort should be made that all courses in the MA should be taught by those whose PhD or publications focus on tourism/ hospitality/events management.

The syllabus should be updated and be relevant to real world. The courses should focus of issues and challenges managers in tourism / hospitality / events management currently confront especially if the department aim to “allows candidates to advance their management and business careers in a diverse range of sectors including, but not exclusive to, sustainability, event planning, tourism and hospitality.” (see the school’s website).

Strengths

Strengths for (Business Administration (Hons), 4 years, 240 ECTS, Bachelor)

Faculty seemed to be well integrated in the program and in good working terms.

The modern premises and facilities of the University enhance both the teaching and learning environment on campus. Although, the University has invested in databases, the committee felt that more investment was needed in economic databases since the availability of such databases would

help both students (undergraduate and postgraduate) and academic staff. Access to these databases could help the academic staff with their research.

Moreover, it seems that the outcome of teaching is being monitored and taken seriously by the institution and that any issues or problems are professionally and effectively taken care of through the existing Quality Assurance Framework in place.

Strengths for (Business Administration, 1 year, 90 ECTS, MBA)

The mix of students is rather heterogeneous, which may facilitate learning of each other. The staff is enthusiastic for their work.

Strengths for (Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master)

Members of staff demonstrate high level of enthusiasm towards their teaching. It seems also that members of staff devote efforts to their teaching.

Relying of the research publications some members of staff have the potential to excel in their teaching

Areas of improvement and recommendations

Areas of improvement and recommendations for (Business Administration (Hons), 4 years, 240 ECTS, Bachelor)

The committee would like to have more information on how research performance is assessed for the academic staff. More generally, while there is evidence of research activity, such as research output, more needs to be done in terms of improving the quality and quantity of the publication output. UCLAN could encourage the “good research” and the publication to top listed journals. That means that UCLAN could formally incorporate a certain level of research quality indicators (based on e.g. the ABS journal quality lists, that is publications in ABS 3, ABS 4 and ABS 4* journals) and peer-reviewed work so that online publications and conference submissions (which sometimes may not be peer reviewed) are discussed with respective communities. UCLAN could provide incentives to the teaching staff to publish not only in edited volumes, but also in top listed journals.

Even though the existence of research seminars was pointed out to the committee during the interviews there was no detailed evidence in the internal evaluation report of these seminars and whether faculty presented their work to colleagues in order to obtain feedback, a practice that may improve the quality of the research and research related teaching in the institution. The COVID-19 global situation could foster the introduction of virtual research seminars inviting renowned speakers from abroad to present their work at little or no cost.

Areas of improvement and recommendations for (Business Administration, 1 year, 90 ECTS, MBA)

The research development as mentioned above is under par. Here the mostly junior staff need to get the opportunity to develop.

Areas of improvement and recommendations for (*Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master*)

Members of staff should aim to conduct research mainly in tourism, hospitality and event management and submit to top tier journals in these areas.

Members of staff should be editorial boards members of tourism, hospitality and event management academic journal.

Students should learn more courses. The weight of the academic courses is only 33% ! The students should learn a minimum of ten courses.

The (1) “management consultancy project” and (2) “the work based knowledge experience and practice” should be 10 ECTS.

All students who have no background in management related studies should learn management related courses (e.g. economics, marketing, revue management) and HTM courses (e.g. introduction to tourism, introduction to hospitality) before studying more advance courses.

The present program is not “truly life-changing”. Moreover, although “a period of work placement within industry” and “the opportunity to mentor/shadow key personnel, contribution to a specific consultancy initiative or involvement within an active project management scheme” will contribute to the graduates, the students should learn a full respectable academic program.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>(Business Administration (Hons), 4 years, 240 ECTS, Bachelor)</i>	<i>(Business Administration, 1 year, 90 ECTS, MBA)</i>	<i>(Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master)</i>
3.1	Teaching staff recruitment and development	Compliant	Compliant	Partially compliant
3.2	Teaching staff number and status	Compliant	Compliant	Compliant
3.3	Synergies of teaching and research	Partially compliant	Partially compliant	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

Findings for *(Business Administration (Hons), 4 years, 240 ECTS, Bachelor)*

We discussed with the students and we noticed that they were positive about the school and the programme.

Student admission in general is well arranged.

We would suggest an IELTS score of at least 6.0, in order for the students to better understand the English language.

Findings for *(Business Administration, 1 year, 90 ECTS, MBA)*

This process seems to be well organized. Although we miss an excellence orientation. This may be added to the selection process for selecting more top students. Means like scholarships and company placements may be useful.

Findings for *(Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master)*

The students from abroad were very positive about the school and the program. It seems that students relate to fact that this is a British University as a major factor affecting their decision to learn in UCLan Cyprus. It is also clear from the formal material that the university present itself as an English university. Specifically, the Dean refers to the ranking of UCLan in shanghai model (as well as ranking in English newspapers). It should be noted that UCLan Preston is not UCLan Cyprus. This information is misleading.

Students should have IELTS score of at least 6.0.(in stead of 5)

Strengths

Strengths for *(Business Administration (Hons), 4 years, 240 ECTS, Bachelor)*

It seems that UCLAN is very student-oriented. The institution listens to the needs of the national student and professional markets and it addresses these needs within the context of an international UK institution.

The program admission, progress and certification is in line with international standards.

Strengths for *(Business Administration, 1 year, 90 ECTS, MBA)*

Also here it seems that UCLAN is very student-oriented. The institution listens to the needs of the national student and professional markets and it addresses these needs within the context of an international UK institution.

The program admission, progress and certification is in line with international standards.

Strengths for *(Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master)*

UCLan is very well organized providing the students with warm and welcoming atmosphere (assisting the students to find accommodation as well as providing psychobiological assistance).

Students did not mention any comments about the admission process. This is impressive.

Areas of improvement and recommendations

Areas of improvement and recommendations for *(Business Administration (Hons), 4 years, 240 ECTS, Bachelor)*

We would suggest that the students complete a feedback questionnaire on the entire programme, by the time they obtain their bachelor degree. This would enable the department to obtain a better idea about the student experience on the programme, including progression from year to year.

Areas of improvement and recommendations for *(Business Administration, 1 year, 90 ECTS, MBA)*

Additionally a more on excellence oriented group could be selected an attracted, possibly with good effects on engaged scholarship outcomes of joint work of staff and students.

Areas of improvement and recommendations for *(Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master)*

It seems that no attempt is made to attract students based on their previous academic achievement or their achievement in their professional career. Moreover, it was not clear which scholarships students are offered for their academic excellence.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>(Business Administration (Hons), 4 years, 240 ECTS, Bachelor)</i>	<i>(Business Administration, 1 year, 90 ECTS, MBA)</i>	<i>(Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master)</i>
4.1	Student admission, processes and criteria	Compliant	Compliant	Compliant
4.2	Student progression	Compliant	Compliant	Compliant
4.3	Student recognition	Compliant	Compliant	Compliant
4.4	Student certification	Compliant	Compliant	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

Findings for *(Business Administration (Hons), 4 years, 240 ECTS, Bachelor)*

Although we did not have the chance to visit the UCLAN premises we had a virtual visit and we were able to look at the general facilities of the university, lobby, auditoriums, classrooms, computer labs, common areas, and the library.

We found that all resources are modern, functional and well designed. They are managed by an administrative staff that is dedicated and knows what happens at the institution. All staff have very good English language skills.

Moreover, during the COVID 19 lockdown period, the school was able to teach and an compliment must be made to the IT staff enabling student & staff to switch fast to online and hybrid teaching.

Findings for *(Business Administration, 1 year, 90 ECTS, MBA)*

The facilities are excellent

Findings for *(Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master)*

The facilities are excellent

Strengths

Strengths for *(Business Administration (Hons), 4 years, 240 ECTS, Bachelor)*

Generally, the Bachelor (Hons) in Business Administration is a well-resourced program with modern facilities offered both to academic staff and students.

Simulation tools are available and well supported by IT. Students were satisfied about the support they get.

Strengths for *(Business Administration, 1 year, 90 ECTS, MBA)*

The facilities are excellent

Strengths for *(Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master)*

The resources provided (Teaching and Learning resources, Physical resources, Human support resources and student support) are on a very high level.

Areas of improvement and recommendations

Areas of improvement and recommendations for *(Business Administration (Hons), 4 years, 240 ECTS, Bachelor)*

On the resource and facility side the committee sees no immediate improvement necessary.

Areas of improvement and recommendations for *(Business Administration, 1 year, 90 ECTS, MBA)*

We would suggest to enlarge the number of elective possibilities. As a mean to improve labor market readiness further.

Areas of improvement and recommendations for *(Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master)*

No need. Very high standard.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		<i>(Business Administration (Hons), 4 years, 240 ECTS, Bachelor)</i>	<i>(Business Administration, 1 year, 90 ECTS, MBA)</i>	<i>(Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master)</i>
5.1	Teaching and Learning resources	Compliant	Compliant	Compliant
5.2	Physical resources	Compliant	Compliant	Compliant
5.3	Human support resources	Compliant	Compliant	Compliant
5.4	Student support	Compliant	Compliant	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?*

N/A

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-areas		<i>Non-compliant/ Partially Compliant/Compliant</i>
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

The programs are in general in good condition taking into consideration that the programs (and school) are relatively young. Still we made also several recommendations to improve. For all programs it is important to enhance the research quality of the staff, meaning that the mostly relative junior staff needs to get the opportunity to develop. All programs are complying well to the EQF standards. In our recommendation for the content of the programs most notable are those on changing compulsory and elective nature of courses. For the bachelor we see the need of more compulsory courses to ensure the broad base necessary for a BA student. For the masters we actually would propose more elective courses, to make more specialization possible. For the MBA it seems that the current courses form a limited set of the expected topics in an MBA. Certainly, when an AACSB accreditation is an ambition. In combination with the small number of electives this may not stand for the broad standard base of a MBA. For the tourism, hospitality and event management Master we see ample opportunity to improve. The structure of the program can be redeveloped to include more core and elective courses. In addition the allocation of the ECTS should be reconsidered, especially in relation to the consultancy project and internship. Furthermore, more connection to research and developing or hiring specialised staff fitting to the topics is needed. Using the resource base of Cyprus cultural heritage could be made a possible distinctive point of the programme.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Aard Groen	
Kyriaki Kosmidou	
Yaniv Poria	
Maria Averkiou	

Date: 2/12/2020

