Doc. 300.1.1

Date: 08/05/2023

External Evaluation Report

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

- **Higher Education Institution:**
  College of Business Studies (CBS)

- **Town: Nicosia**

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

- **Department/ Sector:** Department/Sector

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

  In Greek:

  Programme Name

  In English:

   Bachelor of Business Administration

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

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

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

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A. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (EEC) would like to thank the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) for the invitation to evaluate the bachelor's degree in business administration proposed by the College of Business Studies (CBS), Nicosia.

The evaluation took place at the premises of CBS in Nicosia on the 8th of May 2023. The EEC consisted of three academics (Associate Professor Simos Chari, Professor Christina Boutsouki, and Professor Louis Brennan) with relevant disciplinary expertise in business studies and a student representative (Ms. Ioanna Onisiforou). The schedule provided by CYQAA featured several meetings with the heads of the institution and the relevant department, the program coordinator, teaching faculty, members of administrative personnel, and current students. The EEC also had the opportunity to tour and experience the on-offer services and infrastructure of CBS. The EEC was also able to observe a live lesson in progress.

The above meetings and the additional evidence provided by CBS (e.g., quality assurance internal policy and committee meeting minutes, staff updated CVs, self-assessment report, rubrics for marking, hiring criteria, student handbook etc.) offered sufficient information to the EEC to compile this report.

Below we discuss in detail areas of strength and areas that further work may be required. The EEC provides constructive feedback and makes several suggestions to CBS for improvement. The EEC is in view that this accreditation and evaluation applies predominantly to the English version of the programme since the Greek version needs to be contingent on an assurance of adequate teaching resources and further staff recruitment. If colleagues at CBS or the CYQAA have any further queries with regards to the report and recommendations, the EEC members will be more than happy to attend to them in due course.

B. External Evaluation Committee (EEC)

Name	Position	University
Simos Chari	Associate Professor of Marketing Management & Strategy	Alliance Manchester Business School
Christina Boutsouki	Professor of Marketing	Aristotle University of Thessaloniki
Louis Brennam	Professor in Business Studies	Trinity College Dublin
Ioanna Onisiforou	Student representative	Open University of Cyprus
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*

- *At the beginning of each assessment area there is a box presenting:*
    (a) *sub-areas*
    (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
    (c) *some questions that EEC may find useful.*

- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

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

Strengths

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

Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*

- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*

- ***The report may also address other issues which the EEC finds relevant.***

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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*

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

1.3 Public information

Standards

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

1.4 Information management

Standards

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

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

You may also consider the following questions:

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

Findings

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

The BSc in Business Administration is a conventional programme that provides the necessary disciplinary knowledge and practical skills needed for professional development in the area of general Management. ECTS workload is along the expected lines. The EEC expects that the qualification awarded meets the National Qualifications Framework for Higher Education and industry expectations.

The CBS has several policies in place for quality assurance. These apply to both the development and implementation of a program. Any new programmes or changes to existing programmes must go through the internal committees and processes. These convene twice a year. CBS's policies cover areas such as curriculum development, assessment practices, and student progression. There are also mechanisms, such as the student course feedback, at the end of each semester, that can help ensure teaching excellence. Changes to a program are subject to a formal institutional approval. Evidence of quality assurance meetings have been provided. The EEC would like to note that the policies are publicly available, and staff appears to be familiar with them.

The EEC enquired about admission criteria, the programme's content, and structure, learning outcomes, teaching approaches, assessment procedures, pass rates and employment information. The programme coordinator and teaching team provided sufficient evidence of such information. This type of information is readily accessible on the CBS's website as well. We were also provided information with regards to the profile of the student cohorts.

Strengths

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

- The programme under evaluation is designed with the CBS's vision and strategy in mind; it appears to have specific and realistic intended learning outcomes.
- Information about the programme of study is clear, accurate, and readily accessible for prospective students and other stakeholders.
- For effective management of the programme, CBS collects, monitors and analyses information like: KPIs, student progression, success and drop-out rates, student satisfaction etc.
- CBS periodically reviews the programme so that its learning objectives and outcomes remain relevant. The EEC requested evidence of quality assurance practices (e.g., meeting minutes and policies); such evidence was provided demonstrating adherence to good practices.

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.

- An overarching mapping report that demonstrates how each course unit feeds into the intended learning outcomes (ILOs) of the programme, is a requirement. The EEC recommends the

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teaching team of the programme to collectively consider how each unit supports the ILOs and prepare this report / map.

- Placement opportunities, outside of the banking sector, are encouraged to make the programme more practical.
- The EEC also recommends CBS to establish a process for coaching students in choosing the right electives that may determine their future career paths.
- CBS and the head of programme need to review the programme and consider the changing needs of society, the economy of Cyprus, and the market they cater; it is important to incorporate course units (electives or core) that reflect the business environment they operate in (e.g., digitalization, tourism management, CSR, SMEs etc).
- The different assessments used, and content needs to correspond to the level of the programme and the number of ECTS and they need to clearly demonstrate how they cater for the intended learning outcomes of each course unit.
- The department could consider formally appointing external advisors, both academic (international) and practitioners (from the local market and not only from the banking sector). Such advisors could inform future curriculum reviews and provide insights as to the skills that students need for a successful future career.

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	Partially compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

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

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology
2.2 Practical training
2.3 Student assessment

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

Standards

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

2.2 Practical training

Standards

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

2.3 Student assessment

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

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

You may also consider the following questions:

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

Findings

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

The teaching process adopted is flexible and features a number of pedagogical methods, facilitating the achievement of student learning and development.

Teaching methods, tools and material used in in-person teaching are effective, support the use of modern educational technologies and are regularly updated. The College's learning management system supports teaching, learning and administrative processes. A custom-made platform with the basic online services is in place. The platform specifically provides asynchronous tools to support the needs of students with the lecturers, and with the materials.

Formative assessment of the majority of courses is based on submitted essays and reports with provision of personalised feedback during the course, while summative assessment is based on a mandatory final exam. The method of assessment is published in advance. The criteria for marking though are not, nor is assessment by more than one examiner in place.

Mitigating circumstances are taken into account for student assessment when needed. There is evidence on this.

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

- The provision of personalised feedback in the assignments submitted is considered a strong feature of the programme.
- Students have pointed to the continuous support by staff members. In addition, the EEC recognises the many benefits of collaboration among students promoted by collaborative activities and discussions.
- The weekly study guides, make it possible for students to determine the work to be done every week, is also considered good practice.
- The external partnerships with Canada and Liverpool provide opportunities for students.
- Support in other than academic issues is also available to students by professionals; the EEC notes that the students have easy access to the teaching staff for discussing issues pertaining to the course material.

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.

- Considering the nature of the programme, integrating more active engagement with industry and external stakeholders (not only from the banking sector) in the curriculum could enhance the student learning experience.

- We note that a number of assessment methods are used across the program. The EEC encourages the program team to consider ways to further develop assessment, especially when it comes to practicing important skills and competencies, such as problem-based learning and live cases/projects and group projects/teamwork that seem to be lacking in practice.
- The EEC advises that course coordinators and the programme director need to carefully consider the type of assessments used in each course unit with respect to the individual ILOs of each unit and at the same time to ensure that there is a variety of methods applied for developing diverse soft and hard skills.
- Students should be encouraged to be actively involved in research, perhaps through the Research Centre that has been put in place.

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	Partially 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.*

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- *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 College aims to create a supportive working environment that is conducive to individual development for both academic and professional support members of staff. This is a small College that maintains a friendly and informal collegial environment.

At the moment there are in place sufficient teaching resources to underpin the effective delivery of the program. Academic staff have qualifications; the majority of them have or are in the process of completing a doctorate degree in the area of business administration.

At the moment there is fairly low research output. There are 15 members of staff (most of them part-time) who are allocating their time mainly on teaching, preparation of lectures and contact time with students. There is no allocation for research time.

Taking also into consideration that most members of staff are young and are just embarking on their academic careers, their research profile is relatively underdeveloped.

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

- There is evidence of a strong commitment to students by faculty and staff with an emphasis on personalisation and support of the student learning experience.
- There is a good teaching and learning strategy, with formal and informal meetings and resource supports; which encourages faculty to actively engage with, innovate in, and evolve their teaching.

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

- The college needs to develop a detailed workload policy document that takes into consideration teaching, research, and administration tasks in a more structured and transparent way.
- The EEC acknowledges that the majority of the teaching faculty is on a part-time basis; however, there is scope for the development of promotion criteria for staff progression and growth.
- The College is encouraged to continue investing in developing teaching and learning supports and to explore innovative new technologies and methodologies which will enrich the faculty teaching and student learning experience.
- Members of the teaching team should be actively engaged in relevant research activities which can inform teaching. Such spill overs can positively affect the student learning experience and offer up-to-date insights into the areas that the programme covers.
- The Research Centre initiative should be supported, and more members of staff should be encouraged to actively participate. Staff members are also urged to be more engaged in research and try to publish their work in listed quality academic journals.
- With respect to the Greek program that could be offered in the future, at the moment, there are not sufficient resources in terms of members of staff that could support the program.

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

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

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4.4 Student certification

Standards

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

You may also consider the following questions:

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

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

There are pre-defined and published regulations regarding student admission in place. These regulations are clear and precise. Access policies, admission processes and criteria are implemented consistently and in a transparent manner. The process for recognition of prior learning is also specified. There is a clear statement on admission of students with special needs.

There is an appeals process for applicants who are dissatisfied with the outcome of the admissions process. There are pre-defined regulations regarding student progression in place. Students' assessment policy and procedures are available and made known to students before they begin their studies.

There are processes and tools in place to collect, monitor, and act on information on student progression. Student grades are submitted to the Course Office where the student's overall progression is collected, monitored, and acted on as required. There are pred-defined and published regulations regarding student recognition in place. There is a comprehensive explanation of those regulations available. There is fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning. The basis of accreditation of prior learning is clearly elaborated. The institutional practices are aligned with the

principles of the Lisbon Recognition Convention. CBS cooperates with other institutions including UK and Canadian institutions and the Cyprus Agency of Quality Assurance and Accreditation in Higher Education. There are pre-defined and published regulations regarding student certification in place. Certification regarding the qualification gained are received by students.

Overall, from the evidence provided in the application and from the onsite visit, the EEC believes that CBS has the required regulations and processes in place regarding student admission, progression, recognition, and certification. These are available and easily accessible online.

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

- The student-centred approach of CBS is reflected in the organisation and implementation of practices relation to admission, progression, recognition, and certification.
- The regulations and processes in place are comprehensive and clear.
- The EEC observed that CBS fosters a student-friendly environment that is highly responsive to students needs at different stages of their teaching and learning journey.

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.

- With student feedback uniformly and enthusiastically positive, the College should strive to maintain its current approaches and practices.
- With regard to student progression, the EEC suggests that a work placement (e.g., summer internships) could benefit the students and help them with their future career aspirations.

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.*

5.4 Student support

Standards

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

You may also consider the following questions:

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

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

There are adequate and readily accessible teaching and learning resources. These are available to students and support the achievement of objectives in the programme. The resources are fit for purpose and are designed to accommodate student-centred learning and flexible modes of learning and teaching. This was amply demonstrated with the pandemic forcing an overnight transformation of the teaching and learning environment to a virtual mode.

Students and the teaching staff reported satisfaction with the physical resources which are adequate to support the programme; the resources are fit for purpose.

The human support resources are adequate as well to support the programme. These are fit for purpose with the students well informed about the services available to them.

Student supports reflect the needs of the diverse student population encompassing home and international students, mature and full-time and part-time employed students. Among the supports available to students is a counseling resource. Students were very positive about the support available to them from the College and the Staff.

Both students and teaching staff reported a genuine satisfaction with the resources available to them. Both groups felt supported in their endeavours. The physical resources are modern and well maintained. Teaching staff are heavily invested in their students.

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

- The collaborative and caring culture that obtains within CBS is reflected in the provision of ample supports to students and staff.
- The teaching staff are very committed and highly supportive of the students and of one another. The EEC especially notes that there is a friendly collegial environment among a dynamic team of younger individuals that engage well together.
- Special emphasis and recognition can be given to the leadership team (i.e., Andri Kyrizi, Emily Tsikkou, and Marilia Kountouridou) of the programme; their professionalism and cooperation during the evaluation were exemplary.
- CBS appears highly responsive to the resource needs of its stakeholders; For instance, due the small number of student intake the college makes an effort to customise teaching and to be more individual.

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.

- Whereas resources including teaching resources are adequate for current requirements, the delivery of the programme in the Greek language would seem to require additional teaching resources. The EEC believes that the accreditation of the Greek version of the programme

needs to be contingent on an assurance of adequate teaching resources and further recruitment.

- CBS may consider enrolling to an exchange programme (e.g., Erasmus) and provide to students the opportunity to do a semester abroad. This could potentially be a unique selling proposition for the programme.

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

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

6. 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*

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

You may also consider the following questions:

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

Findings

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

NA

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

NA

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.

NA

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

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

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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 EEC report presented the findings of our evaluation; we outline strengths, areas that need further consideration, and recommendations for improvement for the bachelor in business administration offered by the College of Business Studies (CBS). Overall, the EEC found the college, the programme, and its implementation along the expected national standards. The programme has been running successfully since 2018 and meets its objectives and intended learning outcomes. The EEC believes that revisions based on the feedback provided would strengthen the program and make it more competitive. We advise the faculty of CBS to take into consideration our feedback and perform all the necessary actions. Once more the EEC would like to take this opportunity and thank the CYQAA coordinator (Mr Lefkios Neophytou) for managing the process both efficiently and effectively and all the colleagues at CBS for their professionalism during the evaluation. We remain at the disposal of CYQAA for any clarification necessary.

E. Signatures of the EEC

Name	Signature
Simos Chari	
Christina Boutsouki	
Louis Brennam	
Ioanna Onisiforou	

Date: 10/05/2023