

Doc. 300.1.1



# External Evaluation Report (Programmatic)

Date: 18/1/2020

- **Higher Education Institution:**  
Philips University
- **Town:** Nicosia
- **School/Faculty (if applicable):** ECONOMICS & MANAGEMENT
- **Department/ Sector:** BUSINESS ADMINISTRATION
- **Programme of study- Name (Duration, ECTS, Cycle)**  
  
**In Greek:**  
Programme Name  
  
**In English:**  
BA Business Studies
- **Language(s) of instruction:** English
- **Programme's status**  
**New programme:** Yes  
**Currently operating:** No

**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

The site visit at the Philips University premises took place on January 16, 2020. The External Evaluation Committee (EEC) met with the President (Mr. Philippos Constantinou), Rector (Professor Demetrios Natsopoulos), Vice Rector of Academic Affairs (Professor Constantina Shiakallis), Professor Andreas Hadjis (Dean, School of Economics and Management) and members of the academic and administration staff. The EEC concluded the site visit with physical inspection of the institution's premises (i.e., Library, Cafeteria, Computer Labs etc.). A number of documents were provided and examined, including the Application for evaluation – Accreditation – Program of Study (Bachelor of Arts Business Studies) 200.1, Library documents, Financial Information, and the Institution's internal regulations, rules, and policies.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Christos Pitelis	Professor of Strategy and Sustainable Competitiveness	University of Cambridge
Constantinos N. Leonidou	Professor of Marketing and the Head of the Marketing Division	University of Leeds
Vangelis Tzouvelekas	Professor of Microeconomic Theory and Policy	University of Crete
Theodoros Panteli	Student	University of Cyprus

## C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
  - (a) standards which are relevant to the European Standards and Guidelines (ESG)*
  - (b) 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 there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2: Non-compliant  
3: Partially compliant  
4 or 5: Compliant
- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) 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 and a detailed explanation should be provided on the HEI's corresponding policy regarding the specific quality indicator.*
- *In addition, for each assessment area it is important to provide information regarding the compliance with the requirements. 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 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, 1.8, 1.9)

### 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*
- *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*
  - *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*

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

*You may also consider the following questions:*

- *What is the procedure for quality assurance of the programme and who is involved?*
- *What is done to reduce/prevent academic fraud? How does the higher education institution address fraud cases?*
- *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.)?*
- *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 practical training in the study programme (where appropriate)?*
- *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?*
- *How has the feedback from students, alumni, employers, teaching staff been taken into account? Provide some concrete examples.*
- *Has the study programme been compared to other similar study programmes when designed, including internationally, and to what purpose? Explain.*
- *Is the graduation rate for the study programme analogous to other European programmes with similar content?*
- *How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?*
- *What is the pass rate per course/semester?*

- *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?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant  
3: Partially compliant  
4 or 5: Compliant

Quality indicators/criteria		1 - 5
<b>1.</b>	<b>Study programme and study programme's design and development</b>	
<b>1.1</b>	Academic oversight of the programme design is ensured.	4
<b>1.2</b>	The guide and / or the regulations for quality assurance provide the adequate information and data for the support and management of the programme of study for all the years of study.	3
<b>1.3</b>	Internal Quality Assurance processes safeguard the quality and the fulfillment of the programme's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:	
<b>1.3.1</b>	The disclosure of the programme's curricula to the students and their implementation by the teaching staff	N/A
<b>1.3.2</b>	The programme webpage information and material	N/A
<b>1.3.3</b>	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	N/A
<b>1.3.4</b>	The procedures for the conduct and the format of the examinations and for student assessment	N/A
<b>1.3.5</b>	Students' participation procedures for the improvement of the programme and of the educational process	N/A
<b>1.4</b>	The knowledge (theoretical and/or factual) gained is of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).	4
<b>1.5</b>	The skills (cognitive and practical) obtained are of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).	4
<b>1.6</b>	The responsibility and autonomy (the ability of the learner to apply knowledge and skills autonomously and with responsibility) are of the appropriate level to	4

	which the programme of study corresponds to, according to the European Qualifications Framework (EQF).	
1.7	The purpose and objectives of the programme are consistent with the expected learning outcomes and with the mission and the strategy of the institution.	4
1.8	The following ensure the achievement of the programme's purpose, objectives and the learning outcomes:	
1.8.1	The number of courses	5
1.8.2	The programme's content	3
1.8.3	The methods of assessment	4
1.8.4	The teaching material	4
1.8.5	The equipment	3
1.8.6	The balance between theory and practice	4
1.8.7	The research orientation of the programme	4
1.8.8	The quality of students' assignments	N/A
1.9	The expected learning outcomes of the programme are known to the students and to the members of the teaching staff.	5
1.10	The teaching and learning process is adequate and effective for the achievement of the expected learning outcomes.	4
1.11	The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.	3
1.12	New research results are embodied in the content of the programme of study.	4
1.13	The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree.	N/A
1.14	Students' command of the language of instruction is appropriate.	3
1.15	The programme of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.	3
1.16	The learning outcomes and the content of the courses are consistent.	4



1.1 7	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester.	5
1.1 8	The higher education qualification awarded to the students corresponds to the purpose, objectives and the learning outcomes of the programme.	5
1.1 9	The higher education qualification and the programme of study conform to the provisions for registration to their corresponding professional and vocational bodies for the purpose of exercising a particular profession.	4
1.2 0	The programme's management in regard to its design, its approval, its monitoring and its review, is in place.	3
1.2 1	The programme's collaborations with other institutions provide added value and are compared positively with corresponding collaborations of other departments / programmes of study in Europe and internationally.	3
1.2 2	Procedures are applied so that the programme conforms to the scientific and professional activities of the graduates.	N/A
1.2 3	The admission requirements are appropriate.	3
1.2 4	Sufficient information relating to the programme of study is posted publicly.	N/A
1.2 5	The teaching methodology is suitable for teaching in higher education.	4

**Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.**

The N/A refers to a number of intentions that are to be put in practice in future. The other grades are based on our consensus view of the current state of the programme and its need-areas for improvements.

**Provide information on:**

**1. Employability records**

N/A

**2. Pass rate per course/semester**

N/A

**3. The correspondence of exams' and assignments' content to the level of the programme and the number of ECTS**

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.*

- A significant overlap in the titles and content of the courses provided in the programme was evident. For instance, the EEC observed that there were courses in International Management I and II, International Marketing I, and International Business with significant overlap. The same can be observed for Accounting and Finance I, Accounting and Finance II, Foundations of Finance I, and Foundations of Finance II. There are also courses in Financial Markets & Institutions and Financial Institutions & Instruments.
- The equipment available is adequate. However, it will require significant investment in IT infrastructure and advanced-level of work in ensuring students receive quality and uninterrupted education.
- The number of courses provided appears to be in line with standards and with clear ECTS provision.
- The Programme's collaborations with other institutions requires improvement as links are not institutionalized and rely on Accounting and Finance bodies in the UK.
- The admissions requirements are vague and allow different interpretations about the entry standards and the quality of the student intake.
- The balance of the program was problematic since general courses were provided at the end of the program and specialized at the beginning.
- There is some element of novelty in the choice of courses.
- There was some integration of modern practices and latest findings in the area.
- The teaching methodology is appropriate but can be further improved with more modern approaches and methods of assessment.
- Practical assessment and application of knowledge is emphasised in modules such as Projects I and Projects II.

### Strengths

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

- The structure and content of the program includes core, domain A&B, and General Elective courses of adequate ECTS value.
- The Academic oversight of the programme relies on highly experienced academic staff.
- The choice of courses corresponds to the program of study in a good way.
- The program has clear learning outcomes.

### 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.*

- Clearly differentiate from competition exploring the competitive advantage of the target areas.
- Introduce an extensive and efficient internship scheme for the last year students increasing their employment opportunities and practical skills.
- Establish links with external stakeholders and business partners in Cyprus, Greece, and other countries of interest.

- Identify, delineate and strengthen core courses in Business Studies. For instance Information Systems courses are provided as a core course in year 3 and year 4 as an elective in year 1. An introductory information systems module should be core at the beginning and more advanced IS courses in years 2, 3, and 4.
- Introduce an English Language course in the first year of studies.
- Introduce a professional development course in semester 1 that will focus on presentation skills, writing skills, plagiarism issues, and academic work in general.
- Review the titles and content of the courses to ensure limited overlap between the different modules.
- Move courses that are clearly introductory in the first years of the program, and specialised modules in the final years of the program. For instance, “The Dynamics of the Cyprus Economy I” should be an elective and be moved at the beginning of the programme.
- The courses “The Impact of Greek Civilization on Europe I and II” have little relevance with the nature of the program, provide little value to the knowledge outcomes, and not appropriate for the proposed student intake. This, for example, can be replaced with a course on “Introduction to critical thinking in Management”.
- A single textbook needs to be identified and selected for each course, not a combination of texts.
- Consider providing different modes of assessment for each course and limit over assessment.
- Law-related courses (e.g., Company Law, Business Law) should focus on and cover all aspects of European Law.
- The codes for each course should reflect the year and level the module. For instance, year 1 courses could be coded as PHIL1, Year 2 courses with PHIL2 etc.
- More novel and relevant to the Cyprus market courses can be integrated at Year 4, such as Digital Marketing, Tourism and Events Management, Banking and Risk Management, and Retailing.
- Provide the latest development in research in teaching the various courses.
- Place greater emphasis on applying knowledge and engaging with industry to implement projects related to the programme.

**Please select what is appropriate for the following assessment area:**

Assessment Area	<i>Non-compliant/ Partially Compliant/Compliant</i>
Study programme and study programme’s design and development	Partially Compliant

## 2. Teaching, learning and student assessment

(ESG 1.3)

### Standards

- *The process of teaching and learning supports students’ individual and social development and respects their needs.*

- *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.*
- *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.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *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.*

*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)?*
- *What is the proportion and role of independent work by students in the learning process? How is independent work defined within a subject, how is it supervised and assessed, what are the conditions for independent work?*
- *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)?*
- *Are people outside of the HEI involved in the assessment of learning outcomes (including during the defense of theses)?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant  
3: Partially compliant  
4 or 5: Compliant

Quality indicators/criteria		1 - 5
<b>2.</b>	<b>Teaching, learning and student assessment</b>	
2.1	The actual/expected number of students in each class allows for constructive teaching and communication.	4
2.2	The actual/expected number of students in each class compares positively to the current international standards and/or practices.	4
2.3	There is an adequate policy for regular and effective communication with students.	4
2.4	The methodology implemented in each course leads to the achievement of the course's purpose and objectives and those of the individual modules.	4
2.5	Constructive formative assessment for learning and feedback are regularly provided to the students.	4
2.6	The assessment system and criteria regarding student course performance are clear, adequate, and known to the students.	4

2.7	Educational activities which encourage students' active participation in the learning process are implemented.	4
2.8	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	4
2.9	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the programme's individual courses and are updated regularly.	4
2.10	It is ensured that teaching and learning are continuously enriched by research.	4
2.11	The programme promotes students' research skills and inquiry learning.	3
2.12	Students are adequately trained in the research process.	3

**Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.**

A complete and coherent course evaluation process is described but it should be incorporated formally into the organizational structure of the School/Dept engaging teaching staff. Student assessment should be part of teaching staff evaluation which is absent. Student to staff ratio should be dropped below 15 keeping a balance at the same time between visiting and permanent 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.*

Teaching methods are following the standard approach. Course evaluation and assessment are clear and in place. Pedagogical methods are also standard following international practice. Expected student to staff ratio is 20, close but higher from international standards.

**Strengths**

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

- Seminar type courses are introduced to assist student in their writing and presentation skills
- Well organized course assessment procedures
- Current research is embodied into course outlines
- Industry projects are introduced but specific businesses were not identified

**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.*

- Course evaluation should be more flexible reflecting adequately programme objectives and learning outcomes
- Course details including course evaluation and assessment should be published and communicated to the students upfront

- Core reading material should be available to the students through University's library
- Industry projects should be formalized clearly distinguished by summer internship assisting students in acquiring business skills

**Please select what is appropriate for the following assessment area:**

Assessment Area	<i>Non-compliant/ Partially Compliant/Compliant</i>
Teaching, learning and student assessment	Compliant

### 3. Teaching Staff

(ESG 1.5)

#### Standards

- *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 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).*
- *Recognised visiting teaching staff participates in teaching the study programme.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Assessment of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*

*You may also consider the following questions:*

- *How are (novice) 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)?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
- 3: Partially compliant
- 4 or 5: Compliant



Quality indicators/criteria		1 - 5
<b>3.</b>	<b>Teaching Staff</b>	
<b>3.1</b>	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the programme of study.	3
<b>3.2</b>	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, including the following:	
<b>3.2.1</b>	Subject specialisation	4
<b>3.2.2</b>	Research and publications within the discipline	4
<b>3.2.3</b>	Experience / training in teaching in higher education	4
<b>3.3</b>	The programme attracts visiting professors of recognized academic standing.	5
<b>3.4</b>	The specialisations of visiting professors adequately support the programme of study.	4
<b>3.5</b>	Special teaching staff and special scientists have the necessary qualifications, adequate work experience and specialisation to teach a limited number of courses in the programme of study.	3
<b>3.6</b>	In the programme of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the programme of study.	3
<b>3.7</b>	The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality.	3
<b>3.8</b>	The teaching load allows for the conduct of research and contribution to society.	3
<b>3.9</b>	The programme's coordinator has the qualifications and experience to coordinate the programme of study.	4
<b>3.10</b>	The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.	4
<b>3.11</b>	The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.	3
<b>3.12</b>	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	N/A

**Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.**

Permanent to visiting teaching staff ratio is very low. Special teaching staff on IT for business and English language are missing.

### **Provide information on the following:**

**In every programme of study the special teaching staff should not exceed 30% of the permanent teaching staff.**

Special teaching staff includes 2 persons specialized on management and marketing.

### 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.*

Supportive teaching staff, dedicated to programme objectives.

### Strengths

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

- Overall teaching staff is of high quality ensuring the smooth programme execution
- Permanent staff is dedicated aligned with overall scope of the University and its founder
- Experienced teaching staff from various cultures and academic environments
- Teaching load is sufficient and according to international standards

### 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 age distribution of teaching staff is skewed towards the retirement age. It will be good to give more opportunities to early career staff.
- Better balance between permanent and visiting teaching staff
- Finance and accounting are overrepresented among teaching staff in relation to programme objectives. A more balanced approach is required to enhance research and teaching potential.
- Promotion and new appointment criteria should be put in place.
- Better coordination among staff members.
- Greater gender balance in teaching and administrative staff.
- Financial support to junior faculty members for career progression and promotion

**Please select what is appropriate for the following assessment area:**

Assessment Area	<i>Non-compliant/ Partially Compliant/Compliant</i>
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Teaching Staff	Compliant
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## 4. Students

ESG 1.4, 1.6, 1.7)

### Standards

- *Pre-defined and published regulations regarding student admission, progression, recognition and certification are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*
- *Information on students, like 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, is collected, monitored and analysed.*
- *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.*
- *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.*
- *Student support is provided covering the needs of a diverse student population (such as mature, part-time, employed and international students, as well as students with disabilities).*
- *A formal procedure for student appeals is in place.*
- *Students are involved in evaluating the teaching staff.*
- *Students' mobility is encouraged and supported.*

*You may also consider the following questions:*

- *What are the admission requirements for the study programme? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *What are the objectives for the students' academic progress, counselling, mobility, etc., as set by the HEI? How have these objectives been achieved within the given study programme? What indicators are used to assess the fulfilment or degree of achievement of these objectives?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*
- *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/to*

*what extent can students themselves design the content of their studies? What are students' options within the study programme and outside of it?*

- *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?*
- *How is student mobility being supported?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant  
3: Partially compliant  
4 or 5: Compliant

Quality indicators/criteria		1 - 5
<b>4.</b>	<b>Students</b>	
4.1	The student admission requirements for the programme of study are based on specific regulations and suitable criteria that are favourably compared to international practices.	3
4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with European and international standards.	5
4.3	The programme's evaluation mechanism, by the students, is effective.	4
4.4	Students' participation in exchange programmes is compared favourably to similar programmes across Europe.	3
4.5	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	3
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	3
4.7	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	3

4.8	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	4
4.9	Students are satisfied with their learning experiences.	N/A

**Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.**

While this is a new proposed program without students yet, we are able to assess the expected quality of students and the policies put in place on the basis of the previous experience with the College and the quality of the staff. On this basis we believe the extant policies and anticipated student quality meets the requisite standards and that requisite improvements will be implemented based on experience and learning.

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 student admission criteria are provided but outlined in a rather vague way. For instance, the lower entry points for English language should be clearly specified.
- Student welfare mechanisms are present but these need to be more specific and remain to be tested.
- A student support and mentoring scheme is present but this needs to be more detailed and formalized.
- Recognition of prior studies and work experience should be clearer and more transparent. It also needs to be clarified how past College students can transfer to new programmes offered by the University.
- Since this is a new programme, the EEC was not able to verify whether students are satisfied with their learning experience. However, past College students seem to be happy, but the sample was quite low and non-comparable to extract safe conclusions.
- The procedures relating to the internal regulations rules and policies require further refinement, particularly relating to fail and resit of students. These regulations need to be stricter and more transparent. For instance, the Head of Department shouldn't be able to offer an opportunity to change the mode of assessment for failed or resit students as this is unfair for other students. In addition, the compensation mechanism needs to be thoroughly reviewed.
- Elective course choices are available for the students to select.

Strengths

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

- The programmes evaluation mechanism for students seems to be present and appropriate.
- The diversity of the proposed student intake seems to be good.
- The diploma and certificate award seems to be in line with the legislation and national guidelines.

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 recreation areas require immediate attention, improvements, and upgrades to ensure these are appropriate for students.

- Design skills development programs for the students particularly at the beginning of their programme.
- Organize career fairs to enhance the employability of the students.
- Arrange careers and CV drop-in sessions
- Develop a platform with job vacancies for students and alumni.
- Implement an appropriate policy for students with special needs and to develop and publish rules and procedures for mitigating circumstances. In addition, processes and options available to students should be transparent and published in the institution's website or internal student support systems. Confidentiality relating to student welfare services should be ensured and both student and staff should cultivate an environment of mutual respect and understanding.
- Review and tighten up internal regulations, rules and policies for student progression.
- The course electives can be offered in Years 3 and 4 to enable students develop their own specializations in the programme.

**Please select what is appropriate for the following assessment area:**

Assessment Area	<i>Non-compliant/ Partially Compliant/Compliant</i>
Students	Compliant

## 5. Resources

(ESG 1.6)

### Standards

- *Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources\*) are provided to students and support the achievement of objectives in the study programme.*

\* *Physical resources: premises, libraries, study facilities, IT infrastructure, etc.*

*Human support resources: tutors/mentors, counsellors, other advisers, qualified administrative staff*

- *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.*
- *Teaching staff is involved in the management of financial resources regarding the programme of study.*

*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?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
- 3: Partially compliant
- 4 or 5: Compliant



Quality indicators/criteria		1 - 5
<b>5.</b>	<b>Resources</b>	
5.1	Adequate and modern learning resources are available to the students.	3
5.2	The library includes the latest books and material that support the programme.	3
5.3	The library loan system facilitates students' studies.	3
5.4	The laboratories adequately support the programme.	3
5.5	Student welfare services are of high quality.	4
5.6	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	3
5.7	Suitable books and reputable journals support the programme of study.	4
5.8	An internal communication platform supports the programme of study.	4
5.9	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.	4
5.10	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	4
5.11	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	4

**Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.**

Supporting facilities (e.g., library, IT labs, teaching equipment) and student welfare services are still at an early stage of development. Administration services and personnel are experienced and they can accommodate the task of supporting future 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.*

- There was basic provision of computer labs for the students that can be an issue when the planned number of students enrol.
- The library appears to be adequately resourced but requires further investment.

- The institution appears to have sufficient financial resources to support its functions. But greater diversity in the sources of funds should be achieved.
- The mechanisms for monitoring and supporting students are present but these need to be more specific and transparent.
- Despite the fact that this is a new University, a loss of €5.82 million from previous activities is visible in Year 1 and a loss of €2.06 million in year 2.

### Strengths

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

- International standards are followed.
- External audit and transparent management of finances are ensured.
- Basic infrastructure for support services (library, IT labs) is in place.
- Student welfare policy is adequate and clear but needs room and funds to be applied.

### 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.*

- Increase computer lab spaces as the student cohort increases.
- Enhance the resources available at the library and emphasize more on digital books and content.
- Greater diversity in the sources of funds (e.g., non-teaching funds)
- Administrative support should be provided for funding applications and management
- To establish and clearly communicate a plan for further developing the infrastructure (e.g., buildings, classrooms, IT, Library, Labs, Software) and utilize the available space for development
- The novelty of education material and equipment can be further improved.
- The technological infrastructure needs considerable work to be up to the standards to fully support 1000 students in day to day activities

**Please select what is appropriate for the following assessment area:**

Assessment Area	<i>Non-compliant/ Partially Compliant/Compliant</i>
Resources	Partially Compliant

## 6. Additional for distance learning programmes

(ALL ESG)

### Standards

- ***The distance learning methodology is appropriate for the particular programme of study.***
- *A pedagogical planning unit for distance learning, which is responsible for the support of the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance with international standards, is established.*
- *Feedback processes for students in relation to written assignments are set.*
- *A specific plan is developed to ensure student interactions with each other, with the teaching staff, and the study material.*
- *Teacher training programmes focusing on interaction and the specificities of distance learning are offered.*
- *A complete assessment framework is designed, focusing on distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A study guide for each course, fully aligned with distance learning methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
  - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
  - *Presentation of course material, on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
  - *Weekly outline of set activities and exercises and clear instructions for creating posts, discussion, and feedback*
  - *Self-assessment exercises and self-correction guide*
  - *Bibliographic references and suggestions for further study*
  - *Number of assignments/papers and their topics, along with instructions and additional study material*
  - *Synopsis*

*You may also consider the following questions:*

- *Is the nature of the programme compatible with distance learning delivery?*
- *How do the programme, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?*
- *How many students upload their work and discuss it in the platform during the semester?*
- *Are the academics qualified to teach in the distance learning programme?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant  
3: Partially compliant  
4 or 5: Compliant

Quality indicators/criteria		1 - 5
<b>6.</b>	<b>Additional for distance learning programmes</b>	
<b>6.1</b>	The pedagogical planning unit for distance learning supports the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment.	N/A
<b>6.2</b>	The teaching e-learning material takes advantage of the capabilities offered by the virtual and audio-visual environment (simulations/ virtual environments, problem solving scenarios, interactive learning and formative assessment games).	N/A
<b>6.3</b>	The expected learning outcomes and distance learning processes aim to develop higher cognitive and research skills, as well as specialised knowledge, according to the European Qualifications Framework (EQF).	N/A
<b>6.4</b>	The distance-learning programme of study supports the development of students' research and cognitive skills.	N/A
<b>6.5</b>	The institution safeguards and assesses the interaction:	
<b>6.5.1</b>	Among students	N/A
<b>6.5.2</b>	Between students and teaching staff	N/A
<b>6.5.3</b>	Between students and study guides/material of study	N/A
<b>6.6</b>	The process and the conditions for the recruitment of teaching staff ensure that candidates have the necessary skills and experience for distance learning education.	N/A
<b>6.7</b>	Research background and experience of the teaching staff is adequate.	N/A
<b>6.8</b>	Training, guidance and support are provided to the teaching staff through appropriate procedures.	N/A
<b>6.9</b>	Student performance monitoring mechanisms are satisfactory.	N/A
<b>6.10</b>	Adequate mentoring by the teaching staff is provided to students through established procedures.	N/A

6.11	The unimpeded distance learning communication between the teaching staff and the students is ensured.	N/A
6.12	Assessment consistency is ensured.	N/A
6.13	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the distance learning education methodology and are updated regularly.	N/A
6.14	The programme of study has the appropriate and adequate infrastructure for the support of distance learning.	N/A
6.15	The supporting infrastructures are easily accessible.	N/A
6.16	Students are informed and trained with regards to the available educational infrastructure.	N/A
6.17	Procedures for systematic control and improvement of the supportive services are set.	N/A
6.18	Infrastructure for distance education is comparable to corresponding university infrastructure in the European Union and internationally.	N/A
6.19	Electronic library services are provided according to international practice in order to support the needs of the students and the teaching staff.	N/A
6.20	The students and the teaching staff have access to the necessary electronic sources of information, relevant to the programme, the level, and the method of teaching.	N/A
6.21	Students' weekly assignments are appropriate for the level of the programme.	N/A
6.22	Feedback on students' assignments is regular through concrete and published procedures.	N/A
6.23	The quality of students' final exams is ensured and evidenced.	N/A
6.24	The teaching e-learning material has been sufficiently enriched with electronic sources, updated research publications and other electronic learning resources that support students' work and learning.	N/A

**Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.**

N/A

**Provide information on the following:**

**1. Assessment of the interaction (among students, between students and teaching staff, between students and study guides/material of study)**

N/A

## 2. Student-centered teaching and learning

N/A

## 3. Training, guidance and support provided to the teaching staff

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.*

N/A

### Strengths

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

N/A

### 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.*

N/A

**Please select what is appropriate for the following assessment area:**

Assessment Area	<i>Non-compliant/ Partially Compliant/Compliant</i>
Additional for distance learning programmes	N/A

## 7. Additional for doctoral programmes

(ALL ESG)

### 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*
- *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 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.*
- *The process of submitting the dissertation to the university library is set.*

*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?*





Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant  
3: Partially compliant  
4 or 5: Compliant

Quality indicators/criteria		1 - 5
<b>7.</b>	<b>Additional for doctoral programmes</b>	
7.1	The provision of quality doctoral studies is ensured through doctoral studies regulations, <i>which are publicly available.</i>	N/A
7.2	The structure and the content of a doctoral programme of study ensure the quality provision of doctoral studies.	N/A
7.3	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	N/A
7.4	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	N/A
7.5	The research interests of academic advisors and supervisors adequately cover the thematic areas of research conducted by the doctoral students of the programme.	N/A
7.6	Research equipment, laboratories, workshops and existing bibliographic material support the programme of study.	N/A
7.7	The quality of the doctoral theses of the programme in this field is in line with international standards.	N/A
7.8	Doctoral candidates have publications in scientific journals and/ or participate in international conferences.	N/A
7.9	The institution has mechanisms and funds to support writing and attending conferences of doctoral candidates.	N/A
7.10	<i>The candidates demonstrate skills in designing and in conducting productive self-directed research.</i>	N/A
7.11	Candidates are aware of the ethical implications of their research and of their responsibilities as scientists.	N/A
7.12	<i>Suitable procedures of monitoring and periodic assessment of students' research progress are set.</i>	N/A

**7.13** There is a clear policy on authorship and intellectual property.

N/A

**Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.**

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.*

N/A

**Strengths**

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

N/A

**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.*

N/A

**Please select what is appropriate for the following assessment area:**

Assessment Area	<i>Non-compliant/ Partially Compliant/Compliant</i>
Additional for doctoral programmes	N/A

## 8. Additional for joint programmes

(ALL ESG)

### Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
  - *Denomination of the degree(s) awarded in the programme*
  - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
  - *Admission and selection procedures for students*
  - *Mobility of students and teaching staff*
  - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
  - *Handling of different semester periods, if existent*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

*You may also consider the following questions:*

- *Does the joint study programme conform to the requirements of a study programme offered at the specific level?*
- *Is there a system that assures the quality of joint provision and guarantees that the aims of the programme are met?*
- *Do the mechanisms for ensuring the quality of the joint study programme take into consideration the European Standards and Guidelines (ESG)? Are they adopted by all the universities involved?*
- *Is the division of responsibilities in ensuring quality clearly defined among the partner universities?*
- *Is relevant information about the programme, e.g. admission requirements and procedures, course catalogue, examination and assessment procedures, well documented and published by taking into account the specific needs of students?*
- *What is the added value of the programme of study?*
- *Is there a sustainable funding strategy among the partner universities? Explain.*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant  
3: Partially compliant  
4 or 5: Compliant

Quality indicators/criteria		1 - 5
<b>8.</b>	<b>Additional for joint programmes</b>	
<b>8.1</b>	The joint study programme promotes the fulfilment of the mission and achievement of the goals of the partner universities.	N/A
<b>8.2</b>	The joint study programme has been developed by all the partner universities, which are also involved in its further development.	N/A
<b>8.3</b>	The partner universities have defined the responsibility of the parties in the common agreement.	N/A
<b>8.4</b>	The joint study programme conforms to the requirements and directions of national and international legislation.	N/A
<b>8.5</b>	The joint study programme is based on the needs of the target group and of the labour market.	N/A
<b>8.6</b>	Students are provided with advisory and support systems concerning learning and teaching at the partner universities.	N/A
<b>8.7</b>	The cooperation contract sets out the procedure for resolving disputes concerning the execution of the joint study programme, which ensures the protection of the rights of students and teaching staff.	N/A
<b>8.8</b>	The partner universities have agreed on how to seek feedback from students regarding the organisation and process of their study.	N/A
<b>8.9</b>	The partner universities ensure the economic sustainability of the joint study programme.	N/A
<b>8.10</b>	The degree awarded is justified by:	
<b>8.10.1</b>	The learning outcomes	N/A
<b>8.10.2</b>	The collaboration between/among the institutions delivering the programme	N/A
<b>8.11</b>	The jointness of the programme development is effective.	N/A

**8.12** The students' mobility between/among the collaborative institutions provide students with rewarding experiences that facilitate employability in Europe.

N/A

**Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.**

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.*

N/A

**Strengths**

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

N/A

**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.*

N/A

**Please select what is appropriate for the following assessment area:**

Assessment Area	<b>Non-compliant/ Partially Compliant/Compliant</b>
Additional for joint programmes	N/A

## 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.*

Overall there is a lot to comment, notably the commitment of the founder/president and the quality of the staff. There are missed opportunities to differentiate more from competing programs and adapt the programmes more closely to the advantages and needs of the country, such as health management, tourism management and banking. A number of more generic courses could move to the earlier years, few others could be removed altogether and replaced with more differentiated and relevant ones and the overlapping within and between courses needs to be reduced. In addition, some key areas of management are not adequately covered, reflecting the focus of key staff in economics and finance as opposed to the more conventional management fields. For instance there is not a single course in Organisation Theory, the marketing, international business and strategic management courses are taught by good economists. There is a need to beef up the permanent and more junior staff, address challenges of coordination and identify ways to credit the institution with research undertaken by its faculty that is employed by the key feeder institutions-notably ΕΚΡΑ, ΟΡΑ, Crete.

All the above said, the programme is no worse than many competing ones and given the quality and experience of the staff, we are satisfied that they will be able to adapt, learn, improve, deliver and make this a success.

## E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Christos Pitelis	
Constantinos N. Leonidou	
Tzouvelekas Vangelis	
Theodoros Panteli	

**Date:** 18/1/2020