

Doc. 300.3.1

Date: 02-04-2026

# External Evaluation Report (Departmental)

- Higher Education Institution:  
University of Nicosia
- Town: Nicosia
- School/Faculty: School of Business
- Department: Management
- Department's Status: Currently Operating
  
- Programme(s) of study under evaluation:  
Name (Duration, ECTS, Cycle)

## Programme 1

**Business Administration (4 academic years, 240 ECTS, Bachelor (BBA))**

## Programme 2 & 3

**Business Administration (1,5 years, 90 ECTS, Master)  
Business Administration (1,5 years, 90 ECTS, Master), e-Learning**

## **Programme 4**

Business Administration (3 years / 180 ECTS, PhD)

**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 2021 [L.136(I)/2015 – L.132(I)/2021].**



Department's programmes (to be filled by the CYQAA officer and verified by the EEC):

| DEPARTMENT | PROGRAMMES OF STUDY |
|------------|---------------------|
|            |                     |
|            |                     |
|            |                     |
|            |                     |
|            |                     |
|            |                     |

## A. Introduction

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

In response to an invitation extended by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), the External Evaluation Committee (EEC) conducted an in-depth evaluation of both the Department of Management, as well as four academic programmes offered by the University of Nicosia (UNIC) at its Nicosia campus. The evaluation sessions took place physically on the 30th and 31st of March 2026, under the coordination of Emily Mouskou. The committee would like to express its sincere gratitude to the CYQAA coordinator for the excellent organization of the visit, ensuring a well-structured and efficient evaluation process. Additionally, the committee extends its thanks to the leadership, academic faculty, administrative staff, and students at UNIC Athens for their active cooperation and invaluable support throughout the evaluation procedure. Throughout the evaluation, the EEC engaged in discussions with a wide range of stakeholders at UNIC, including senior management, academic faculty, support staff, external stakeholders, and students. These meetings included detailed presentations on both the university as a whole and the department, and the specific programmes under review. The committee was afforded the opportunity to ask comprehensive questions covering various aspects of the programmes, faculty qualifications, institutional policies, and overall academic quality. Furthermore, the committee requested supplementary evidence on several occasions, which was promptly provided.

## B. External Evaluation Committee (EEC)

| <i>Name</i>                  | <i>Position</i>                                  | <i>University</i>               |
|------------------------------|--------------------------------------------------|---------------------------------|
| <b>Ernst Verwaal (Chair)</b> | Professor of International Management (Chair)    | KU Leuven                       |
| <b>Henrikki Tikkanen</b>     | Professor of Business Administration             | Aalto University                |
| <b>Karim Sorour</b>          | Professor of Accounting and Corporate Governance | Northumbria University          |
| <b>Charis Eleftheriou</b>    | Student Member                                   | Cyprus University of Technology |
| <b>Name</b>                  | Position                                         | University                      |
| <b>Name</b>                  | Position                                         | University                      |

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

- *The external evaluation report refers to the Department as a whole (programmes offered, teaching staff, administrative staff, infrastructure, resources, etc.).*
- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *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 Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department'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 Department based on evidence from the Department's application and the site - 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 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.***
- *The report may also address other issues which the EEC finds relevant.*

## 1. Department's academic profile and orientation

(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

### Sub-areas

- 1.1 Mission and strategic planning (including SWOT analysis)
- 1.2 Connecting with society
- 1.3 Development processes

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. Department's academic profile and orientation             |                                                                                                                                                              |       |
| 1.1 Mission and strategic planning (including SWOT analysis) |                                                                                                                                                              | 1 - 5 |
| 1.1.1                                                        | The Department has formally adopted a mission statement, which is available to the public and easily accessible.                                             | 5     |
| 1.1.2                                                        | The Department has developed its strategic planning aiming at fulfilling its mission.                                                                        | 4     |
| 1.1.3                                                        | The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.              | 4     |
| 1.1.4                                                        | The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.                 | 5     |
| 1.1.5                                                        | The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.                                  | 4     |
| 1.1.6                                                        | Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy. | 5     |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                              |              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1.1.7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective. | 4            |
| <p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p><b>See below under "Areas of Improvement and Recommendations"</b></p> <p>Additionally, provide information on the following:</p> <ol style="list-style-type: none"> <li>Coherence and compatibility among programmes of study offered by the Department.</li> <li>Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).</li> </ol> <p><b>See below under "Areas of Improvement and Recommendations"</b></p> <p>Provide suggestions for changes in case of incompatibility.</p> <p><b>See below under "Areas of Improvement and Recommendations"</b></p> |                                                                                                                                                              |              |
| <b>1. Department's academic profile and orientation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                              |              |
| <b>1.2 Connecting with society</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                              | <b>1 - 5</b> |
| 1.2.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.                    | 4            |
| 1.2.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | The Department provides sufficient information to the public about its activities and offered programmes of study.                                           | 5            |
| 1.2.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | The Department ensures that its operation and activities have a positive impact on society.                                                                  | 5            |
| 1.2.4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | The Department has an effective communication mechanism with its graduates.                                                                                  | 5            |
| <p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p><b>See below under "Areas of Improvement and Recommendations"</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                              |              |
| <b>1. Department's academic profile and orientation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                              |              |
| <b>1.3 Development processes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                              | <b>1 - 5</b> |
| 1.3.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Effective procedures and measures are in place to attract and select teaching staff to ensure that they                                                      | 5            |

|       |                                                                                                                                                                  |   |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
|       | possess the formal and substantive skills to teach, carry out research and effectively carry out their work.                                                     |   |
| 1.3.2 | Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.                               | 5 |
| 1.3.3 | The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.                                                           | 4 |
| 1.3.4 | The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent. | 4 |

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

See below under "Areas of Improvement and Recommendations"

Additionally, write:

- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

The EEC is not in a position to forecast the number and geographic origins of the incoming student cohorts.

### Findings

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

Overall, the assessment shows that the department's academic profile and orientation, connected with society and the development processes, are generally compliant. There are many areas of strength, as shown below, and the EEC has also suggested some areas of further improvement.

### Strengths

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

- The assessment suggests that the department has a mission and vision and has engaged with preparing a SWOT analysis as the foundation of strategic planning. The department has identified strategic objectives across a number of strategic pillars.
- The assessment shows that the department has a solid academic offer which covers a range of typical programmes.
- The department effectively engages with stakeholders as and where needed and there are good practices in support of the strategic objectives.

- The department collects data on a range of educational, student and research performance, as well as alumni.
- The department facilitates engagement with relevant stakeholders and has a clear strategic objective in this regard.
- The assessment shows that the departmental homepage is quite informative and provides detailed information.
- The department contributes to social engagement through various initiatives and contributes effectively to the University Impact ranking by THE.
- The department is part of the University overall robust alumni engagement processes such as data collection and surveys initiatives and networking and mentoring mechanisms as such the panel commends this practice and encourages it to be maintained and expanded.
- The department has well-described processes for the identification of recruitment needs, advertising and attracting talent and evaluating applications.
- The department applies the University extensive admission policy that ensures consistent attraction of students in a competitive market.
- The department is obliged to follow the University budgeting process in relation to the academic needs budget, capital needs budget and annual planning exercise in relation to income and operational costs.

#### Areas of improvement and recommendations

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

- It was not possible to see direct measures or key performance indicators (KPIs) closely linked to these strategic objectives and how corrective actions and reviewing of strategic plans take place or how the strategic objectives are translated to medium- and short-term objectives.
- As the PRME champions of East Med, it would suggest that the academic offer would reflect more this position as a golden thread that underpins teaching and learning.
- Stakeholders have advised that they give advice rather than participate in the design of programmes. We recommend designing a structured routine for the incorporation of stakeholder input also at the department and programme level, with regular meeting and formalized processes for feeding stakeholder inputs into programme design and revision.
- There is room for improvement of data collection (depth and breadth) in relation to research, see point 6 below for more details.
- The departmental recruitment strategy shows proactivity in terms of addressing social impact. This can be further improved by the dept. specifying the needs and demands of beneficiaries within the society.

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

| Sub-area                           | <i>Non-compliant /<br/>Partially Compliant / Compliant</i> |
|------------------------------------|------------------------------------------------------------|
| 1.1 Mission and strategic planning | Compliant                                                  |
| 1.2 Connecting with society        | Compliant                                                  |
| 1.3 Development processes          | Compliant                                                  |

## 2 Quality Assurance

(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

### Sub-areas

- 2.1 System and quality assurance strategy
- 2.2 Quality assurance for the programmes of study

| Quality indicators/criteria                                                                                          |                                                                                                                                                                 |              |
|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>2. Quality Assurance</b>                                                                                          |                                                                                                                                                                 |              |
| <b>2.1 System and quality assurance strategy</b>                                                                     |                                                                                                                                                                 | <b>1 - 5</b> |
| 2.1.1                                                                                                                | The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.                                 | 5            |
| 2.1.2                                                                                                                | Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders. | 4            |
| 2.1.3                                                                                                                | The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.                    | 5            |
| 2.1.4                                                                                                                | The quality assurance system adequately covers all the functions and sectors of the Department's activities:                                                    |              |
| 2.1.4.1                                                                                                              | Teaching and learning                                                                                                                                           | 4            |
| 2.1.4.2                                                                                                              | Research                                                                                                                                                        | 4            |
| 2.1.4.3                                                                                                              | The connection with society                                                                                                                                     | 4            |
| 2.1.4.4                                                                                                              | Management and support services                                                                                                                                 | 5            |
| 2.1.5                                                                                                                | The quality assurance system promotes a culture of quality.                                                                                                     | 4            |
| 2.1.6                                                                                                                | Students' evaluation and feedback                                                                                                                               | 5            |
| Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. |                                                                                                                                                                 |              |
| See below under "Areas of Improvement and Recommendations"                                                           |                                                                                                                                                                 |              |

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*

| 2. Quality Assurance                              |                                                                                                                                                                                                                                                     |       |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2.2 Quality assurance for the programmes of study |                                                                                                                                                                                                                                                     | 1 - 5 |
| 2.2.1                                             | The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.                                                                                         | 5     |
| 2.2.2                                             | The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.                                                                 | 4     |
| 2.2.3                                             | The quality control system refers to specific indicators and is effective, which have been presented and discussed.                                                                                                                                 | 4     |
| 2.2.4                                             | The results from student assessments are used to improve the programmes of study.                                                                                                                                                                   | 5     |
| 2.2.5                                             | The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.                                                                                                                     | 4     |
| 2.2.6                                             | The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.                                                                                                      | 5     |
| 2.2.7                                             | The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff. | 5     |
| 2.2.8                                             | Names and position of the teaching staff of each programme are published and easily accessible.                                                                                                                                                     | 5     |

|          |                                                                                                                                                                                                                    |   |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 2.2.9    | The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.                                                                              | 5 |
| 2.2.10   | The Department flexibly uses a variety of teaching methods.                                                                                                                                                        | 5 |
| 2.2.11   | The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.                                | 5 |
| 2.2.12   | The Department analyses and publishes graduate employment information.                                                                                                                                             | 5 |
| 2.2.13   | The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:                                                 |   |
| 2.2.12.1 | Building facilities                                                                                                                                                                                                | 5 |
| 2.2.12.2 | Library                                                                                                                                                                                                            | 5 |
| 2.2.12.3 | Rooms for theoretical, practical and laboratory lessons                                                                                                                                                            | 5 |
| 2.2.12.4 | Technological infrastructure                                                                                                                                                                                       | 5 |
| 2.2.12.5 | Academic support                                                                                                                                                                                                   | 5 |
| 2.2.14   | There is a student welfare service that supports students in regard to academic, personal problems and difficulties.                                                                                               | 5 |
| 2.2.15   | The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities. | 5 |
| 2.2.16   | Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.                                                                                                   | 5 |
| 2.2.17   | The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.                                                                                           | 5 |
| 2.2.18   | The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous                                                                                                       | 5 |

|        |                                                                                                              |   |
|--------|--------------------------------------------------------------------------------------------------------------|---|
|        | and effective feedback to the students and it complies with the European and international standards.        |   |
| 2.2.19 | The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates. | 5 |
| 2.2.20 | There is a clear policy on authorship and intellectual property.                                             | 5 |

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

**See below under "Areas of Improvement and Recommendations"**

[Click to enter text.](#)

### Findings

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

The responsibility for decision-making and the monitoring of the implementation of the programmes of study offered by the Department rests primarily with the teaching staff. This approach ensures that academic decisions are made by qualified professionals with a deep understanding of the disciplines being taught. Internal stakeholders, including faculty members and administrative personnel, collaborate to develop and execute a robust policy for quality assurance, which is supported by appropriate structures and processes. These processes are designed to promote continuous improvement and maintain high standards of academic excellence. In addition to the internal processes, external stakeholders, such as industry partners and employers, are actively involved in the development and evaluation of the programmes, thereby ensuring that the curricula remain relevant and aligned with the needs of the labour market.

The Department maintains transparency by publishing and making easily accessible the names and positions of the teaching staff associated with each programme. This transparency not only ensures clarity but also fosters trust and accountability within the academic community. Furthermore, the Department adheres to a well-defined and consistent policy regarding admission criteria for the various programmes it offers. This policy ensures that prospective students meet the necessary academic and professional requirements to succeed in their chosen fields of study, thereby maintaining the integrity and academic rigor of the Department's programmes.

The Department adopts a flexible and diverse approach to teaching, utilizing a variety of pedagogical methods tailored to the specific needs of the curriculum and the student population. This flexibility ensures that students are engaged in a dynamic learning environment, which fosters critical thinking, creativity, and academic achievement. The use of diverse teaching methods also accommodates different learning styles, thereby enhancing the overall educational experience for all students.

To further enhance academic quality, the Department systematically collects data related to the academic performance of its students. This data is evaluated through established procedures, enabling the Department to assess student progress and identify areas where improvements can be made. A clear and well-articulated policy guides the collection, evaluation, and use of this data, ensuring that decisions related to curriculum development and instructional strategies are evidence-based.

In addition to monitoring academic performance, the Department places significant emphasis on the career outcomes of its graduates. It systematically analyses and publishes detailed information regarding graduate employment in within 18 months, providing valuable insights into the employability and career progression of alumni. This data serves as a critical tool for assessing the effectiveness of the Department's programmes in preparing students for successful careers in their respective fields.

The Department is also committed to student well-being, offering a comprehensive student welfare service that provides support for students facing academic, personal, or psychological challenges. This service ensures that students receive the necessary guidance and assistance to overcome difficulties and succeed in their studies. Whether students require academic advice, counselling, or other forms of support, the Department's welfare service plays a crucial role in promoting the holistic development of its student body.

### Strengths

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

- The department is part of the University's internal quality assurance process, which is publicly available.
- The department engages with the applicable APEP and IPEP processes for continuous improvement and on an annual basis, and students' inputs are included.
- External stakeholders may be consulted in these processes, which was confirmed by the external stakeholders' panel.
- The University has a dedicated policy on equality, inclusion and diversity applicable to the department.
- The department applies policies for teaching, risk assessment, introduction of new programmes as well as monitoring and revision of existing programmes. It also engages with teachers and students' evaluation and feedback.
- Research productivity is high and many professors are highly productive researchers measured by H index, for example.
- The department contributes to social engagement through various initiatives.
- The department has a team of administrative support.
- There are course and programme evaluation mechanisms to ensure teaching staff are taking ownership of their courses.
- There is an assessment validation process and a double marking procedure coupled with the use of course rubrics.
- There are checks in place which includes using software detection of academic misconduct.

### Areas of improvement and recommendations

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

- The EEC recommends that the department should engage with broader KPIs for measurement of research performance such as engaging with narrative research assessment and more selective journal rankings (see below in part 6).
- It is extremely important for the department to ensure adequate levels of administrative support are available to protect faculty's scholarly and research time and achieve the departmental ambitions in this regard.
- Importantly, the exam validation process should be more explicit and captured in an institutional repository with a clear audit trail.
- Academic integrity checks could be further enhanced by updating the assessment regulations particular regarding the fast-growing use of generative AI in academic work.

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

| Sub-area                                          | <i>Non-compliant / Partially Compliant / Compliant</i> |
|---------------------------------------------------|--------------------------------------------------------|
| 2.1 System and quality assurance strategy         | Compliant                                              |
| 2.2 Quality assurance for the programmes of study | Compliant                                              |

### 3. Administration (ESG 1.1, 1.3, 1.6)

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 |                                                                                                                                                                                                                                                            |       |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 3. Administration           |                                                                                                                                                                                                                                                            | 1 - 5 |
| 3.1                         | The administrative structure is in line with the legislation and the Department's mission.                                                                                                                                                                 | 5     |
| 3.2                         | The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.                                                                 | 5     |
| 3.3                         | The administrative staff adequately supports the operation of the Department.                                                                                                                                                                              | 5     |
| 3.4                         | Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions.                                      | 5     |
| 3.5                         | The Department applies effective procedures to ensure transparency in the decision-making process.                                                                                                                                                         | 5     |
| 3.6                         | Statutory sessions of the Department are held and minutes are kept.                                                                                                                                                                                        | 5     |
| 3.7                         | The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions. | 5     |
| 3.8                         | The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.                                                              | 5     |
| 3.9                         | The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.                                                                                 | 5     |

|                                                                                                                                                                                    |                                                                                  |   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---|
| 3.10                                                                                                                                                                               | The Department has appropriate procedures for dealing with students' complaints. | 5 |
| 3.11                                                                                                                                                                               | Internationalization of the Department and external collaborations.              | 4 |
| Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.<br>See below under "Areas of Improvement and Recommendations" |                                                                                  |   |

### Findings

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

The administrative structure of the Department is fully aligned with the relevant legislative requirements and the overarching mission of the Department. Both the academic and administrative staff, as well as the student body, are actively involved in decision-making processes to a satisfactory extent, following well-established and transparent procedures. These procedures ensure that the allocation of responsibilities and competencies is carried out effectively, providing a clear framework in which decisions related to academic matters are entrusted to qualified academic personnel. Moreover, the Department's governing council exercises appropriate legal oversight and control over these academic decisions, ensuring compliance with institutional and legal standards.

The Department has instituted robust mechanisms to guarantee transparency throughout its decision-making processes. Statutory meetings of the Department are convened regularly, and formal minutes of these meetings are duly recorded and maintained, allowing for accountability and traceability. The Department's council operates in a systematic and autonomous manner, fully exercising the powers conferred upon it by the relevant laws and the Department's constitution. In this context, the council functions independently, free from external influence or intervention by any individual or entity and makes decisions solely within the framework outlined by legal provisions and institutional statutes.

### Strengths

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

The EEC finds the administration of the department is in general strong with adequate procedures, control and transparency.

### Areas of improvement and recommendations

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

The EEC recommends that more international staff can be invited to strengthen the internationalization of the Department and support its research culture.

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

| Assessment area   | <i>Non-compliant /<br/>Partially Compliant / Compliant</i> |
|-------------------|------------------------------------------------------------|
| 3. Administration | Compliant                                                  |

#### 4. Learning and Teaching

(ESG 1.2, 1.3, 1.4, 1.9)

##### Sub-areas

4.1 Planning the programmes of study

4.2 Organisation of teaching

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                                                                                                                                                     |                                                                                                                                                                                                          |              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>4. Learning and Teaching</b>                                                                                                                                                 |                                                                                                                                                                                                          |              |
| <b>4.1 Planning the programmes of study</b>                                                                                                                                     |                                                                                                                                                                                                          | <b>1 - 5</b> |
| 4.1.1                                                                                                                                                                           | The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.                                                                     | 5            |
| 4.1.2                                                                                                                                                                           | Students and other stakeholders, including employers, are actively involved on the programmes' review and development.                                                                                   | 4            |
| 4.1.3                                                                                                                                                                           | Intended learning outcomes, the content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF). | 4            |
| 4.1.4                                                                                                                                                                           | The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.                             | 5            |
| 4.1.5                                                                                                                                                                           | The Department ensures that its programmes of study integrate effectively theory and practice.                                                                                                           | 4            |
| <b>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</b><br><a href="#">Click or tap here to enter text.</a> |                                                                                                                                                                                                          |              |
| <b>4. Learning and Teaching</b>                                                                                                                                                 |                                                                                                                                                                                                          |              |
| <b>4.2 Organisation of teaching</b>                                                                                                                                             |                                                                                                                                                                                                          | <b>1 - 5</b> |

|                                                                                                                                                                                                  |                                                                                                                                                                      |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 4.2.1                                                                                                                                                                                            | The Department establishes student admission criteria for each programme, which are adhered to consistently.                                                         | 5 |
| 4.2.2                                                                                                                                                                                            | Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices. | 5 |
| 4.2.3                                                                                                                                                                                            | The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.                                                          | 5 |
| 4.2.4                                                                                                                                                                                            | The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.  | 5 |
| 4.2.5                                                                                                                                                                                            | Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.           | 5 |
| 4.2.6                                                                                                                                                                                            | The teaching staff of the Department provides timely and effective feedback to their students.                                                                       | 5 |
| 4.2.7                                                                                                                                                                                            | The criteria and the method of assessment as well as the criteria for marking are published in advance.                                                              | 5 |
| 4.2.8                                                                                                                                                                                            | The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.                                                 | 3 |
| <b>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</b><br><b>See below under "Areas of Improvement and Recommendations"</b> |                                                                                                                                                                      |   |

### Findings

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

The Department has established a comprehensive and efficient system for the design, approval, monitoring, and periodic review of its programmes of study. This system ensures that the academic offerings remain relevant, rigorous, and aligned with both institutional objectives and

industry standards. Notably, the Department actively engages a diverse range of stakeholders in the review and development process, including students, academic staff, and external partners such as employers. This inclusive approach ensures that the programmes are responsive to the evolving needs of the academic community and the broader labour market, fostering an environment of continuous improvement.

In terms of instructional delivery, the Department maintains an appropriate and conducive learning environment. The student-to-teacher ratio in classrooms is well-calibrated, ensuring that both theoretical and practical lessons, including laboratory-based sessions, can be conducted effectively. This balance between class size and instructional needs allows for optimal engagement and ensures that each student receives adequate attention and support from the faculty.

The teaching staff of the Department is committed to maintaining regular and meaningful communication with students, creating an atmosphere of mutual respect and collaboration. This open line of communication is fundamental in nurturing positive learner-teacher relationships, which, in turn, contributes to an enriching academic experience. The Department prioritizes student-centred learning, which plays a critical role in motivating students, fostering self-reflection, and encouraging active participation in the learning process.

Moreover, the Department ensures that the criteria and methods of assessment are clearly defined and communicated to students well in advance of the examinations or assignments. This transparency allows students to fully understand the expectations and guidelines for their academic performance.

### Strengths

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

The department has an innovative and conducive learning environment. It actively experiments with new approaches to student-centered learning and is responsive to the changing needs of stakeholders and the academic community.

### Areas of improvement and recommendations

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

The department could integrate more multicultural and practical training. Both students and external stakeholders would appreciate more emphasis in this area, and the EEC fully supports such changes.

The assessment strategies are generally designed to provide students with opportunities to demonstrate the extent to which they have achieved the intended learning outcomes of the programme. However, based on the sample assessment the EEC has seen, there is room for improvement through preferably external moderation of assessment before offering them to students. This ensures that the evaluation process is both fair and comprehensive and sufficiently challenging, accurately reflecting the students' academic progress and capabilities. As this is a

vital element of the organization of teaching, the EEC concluded that the organization of teaching in this aspect is partially compliant.

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

| Sub-area                             | <i>Non-compliant /<br/>Partially Compliant / Compliant</i> |
|--------------------------------------|------------------------------------------------------------|
| 4.1 Planning the programmes of study | Compliant                                                  |
| 4.2 Organisation of teaching         | Partially Compliant                                        |

## 5. Teaching Staff (ESG 1.5)

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 |                                                                                                                                                                                                                                     |       |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 5. Teaching Staff           |                                                                                                                                                                                                                                     | 1 - 5 |
| 5.1                         | The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.                                                                                       | 4     |
| 5.2                         | The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.                                                          | 5     |
| 5.3                         | The visiting Professors' subject areas adequately support the Department's programmes of study.                                                                                                                                     | 4     |
| 5.4                         | The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.                                              | 5     |
| 5.5                         | The ratio of special teaching staff to the total number of teaching staff is satisfactory.                                                                                                                                          | 4     |
| 5.6                         | The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study. | 4     |
| 5.7                         | The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study.                                                                                | 5     |
| 5.8                         | Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.                                                                                                        | 5     |

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

See below under "Areas of Improvement and Recommendations"

Also, write the following:

- Number of teaching staff working full-time and having exclusive work
- Number of special teaching staff working full-time and having exclusive work
- Number of visiting Professors
- Number of special scientists on lease services

The exact numbers are found in the self-report of the Department.

#### Findings

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

The teaching staff of the department has the appropriate qualifications, competences and are highly qualified. The University has a rigorous and transparent recruitment and promotion process that ensures the selection of highly qualified permanent academic staff as well as adjuncts. Continuous professional development is actively promoted through research support and performance evaluations, contributing to staff excellence and institutional advancement. A personalized approach is adopted to education and quality learning. Faculty members are approachable, and committed to student success, providing mentorship and guidance also to online students. Faculty members are actively engaged in both teaching and research, creating synergies that enhance the academic environment and keep the curriculum current. The ongoing involvement in research and practice enhances the relevance and quality of education.

#### Strengths

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

1. A highly motivated team of faculty members, with good qualifications. They appear enthusiastic about their department and business school and contributing to the growth of UNIC.
2. Gender balanced academic staff.
3. A relatively small ratio of students per faculty member, which allows the personalized approach and is consistent with the pedagogical ideals of the program.
4. Faculty members make an effort to integrate relevant practical experiences and keep courses up to date.
5. A strong and qualified cohort of adjunct professors creating a flexible pool of highly qualified academics oriented towards modules.
6. Research informed teaching—very much incentivised by the business school. All academics are

expected to do research.

Areas of improvement and recommendations

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

The EEC recommends that:

1. More international staff be invited to strengthen the internationalization of the Department (both full-time faculty members and visiting professors).
2. The Department places more emphasis on true 'high quality' research (in AJG 4 category journals, for example), by a broader group of its teachers.
3. The Department continues to attract and retain research-oriented faculty members at UNIC.
4. The Department further cultivates a research culture in the faculty, with regular seminar series of external speakers, research visits and research-oriented workshops and mentoring of research staff toward high quality impactful research.

Please ✓ what is appropriate for the following assessment area:

| Assessment area                                 | <i>Non-compliant /<br/>Partially Compliant / Compliant</i> |
|-------------------------------------------------|------------------------------------------------------------|
| Teaching staff number, adequacy and suitability | Compliant                                                  |
| Teaching staff recruitment and development      | Compliant                                                  |
| Synergies of teaching and research              | Compliant                                                  |

## 6. Research

(ESG 1.1, 1.3, 1.5, 1.6)

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 |                                                                                                                                                                                                                                                                                                                                                               |       |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 6. Research                 |                                                                                                                                                                                                                                                                                                                                                               | 1 - 5 |
| 6.1                         | The Department has a research policy formulated in line with its mission.                                                                                                                                                                                                                                                                                     | 4     |
| 6.2                         | The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.                                                                                                                                 | 5     |
| 6.3                         | The Department provides adequate facilities and equipment to cover the staff and students' research activities.                                                                                                                                                                                                                                               | 4     |
| 6.4                         | The Department has the appropriate mechanisms for the development of students' research skills.                                                                                                                                                                                                                                                               | 4     |
| 6.5                         | The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy. | 4     |
| 6.6                         | The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.                                                                                                                                                      | 4     |
| 6.7                         | The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.                                                                                                                                                                                  | 5     |
| 6.8                         | The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.                                                                                                                                                                                                                        | 5     |

|     |                                                                                                                                                                     |   |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 6.9 | The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices. | 4 |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|

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

See below under "Areas of Improvement and Recommendations"

### Findings

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

The department has a research policy which is described in detail and outlines its ambition. This policy includes strong encouragement for faculty to do research, a teaching release for research active faculty, and a strategy for securing external research funding. To further enhance its research profile, the Department should focus on strategic prioritisation, capacity building, and increasing the quality, visibility, and impact of its research outputs.

### Strengths

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

The Department employs a number of prominent faculty, with strong research profiles and publication records, to teach in its programmes. In the application (faculty appendix), there are publication lists of the teaching faculty, reflecting research within topics that are relevant to the taught material. Research productivity of the department is high and improving over time. The department offers access to databases such as LSEG, in line with its focus on sustainability.

### Areas of improvement and recommendations

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

With the longer arc of the transition from college to University that UNIC has gone through, the EEC believes that research performance has now somewhat outpaced the development of organizational culture, structure, and routines. In the application, for example, the quality/level of the journals are inconsistently reported (sometimes without any information, at other times using impact factor or 1\* - 4\*).

Reflecting on this, the processes for evaluating research performance is currently not transparent enough. The policy needs to be expanded to explicitly foster an inclusive research culture and embed mechanisms that support research excellence in line with the ambitions of the University. In particular, the department uses Scopus Q1 as a criterion. Since 90% of the publications already are in this bracket, it is no longer an informative criterion and does not provide a good indication of the relative research performance of a given faculty member or publication. In other words, while failure to publish in Q1 would suggest low research performance, publishing in Q1 does not distinguish between low, moderate, and excellent research performance.

The EEC believes this is crucial since the measurement of research performance has implications for promotion, teaching release, bonus, etc., as reflected in the department's research policy. Accordingly, the committee suggests complementing the Scopus quantification with more refined measures, such as the AJG and ABCD, as well as making it more transparent how publication against these standards translates into resource allocation and promotions. This would be consistent with the school's trajectory, ambitions, and the profile of the incoming faculty. In the meantime, the department should consider adopting responsible research assessment practice and engaging with responsible research assessment practices as aligned with DORA.

Faculty are encouraged to incorporate their research into their teaching activities, but it is up to individual faculty if and how to do this. Hence, the outcome is not ensured and there is a need for following a more systematic approach for research-informed teaching, such as research-led, research-oriented, research-tutored, and research-based learning.

It is highly recommended that the department establishes a research seminar series where a series of international scholars in relevant disciplines arrive to give a research seminar and meet with individual UNIC faculty and doctoral students.

Please ✓ what is appropriate for the following assessment area:

| Assessment area                     | <i>Non-compliant / Partially Compliant / Compliant</i> |
|-------------------------------------|--------------------------------------------------------|
| Research mechanisms and regulations | Compliant                                              |
| External and internal funding       | Compliant                                              |
| Motives for research                | Compliant                                              |
| Publications                        | Compliant                                              |

## 7. Resources (ESG 1.6)

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                                                                                                                                                               |                                                                                                                                                          |       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 7. Resources                                                                                                                                                                              |                                                                                                                                                          | 1 - 5 |
| 7.1                                                                                                                                                                                       | The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.                        | 5     |
| 7.2                                                                                                                                                                                       | The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.           | 5     |
| 7.3                                                                                                                                                                                       | The Department's profits and donations are used for its development and for the benefit of the university community.                                     | 5     |
| 7.4                                                                                                                                                                                       | The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.                                        | 5     |
| 7.5                                                                                                                                                                                       | The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation. | 4     |
| 7.6                                                                                                                                                                                       | The Department's external audit and the transparent management of its finances are ensured.                                                              | N/A   |
| 7.7                                                                                                                                                                                       | The fitness-for-purpose of support facilities and services is periodically reviewed.                                                                     | 5     |
| Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.<br><b>See below under "Areas of Improvement and Recommendations"</b> |                                                                                                                                                          |       |

### Findings

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

The Panel concludes that the Department has adequate and functional resources to support its teaching and research activities, benefiting from both departmental and institutional support

structures. Further development should focus on strategic resource planning, strengthening research support, and ensuring long-term sustainability and alignment with future needs.

### Strengths

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

The Department appears to have appropriately qualified academic personnel, with expertise aligned to the programmes offered. Staff demonstrate the capacity to support teaching delivery, research activities, and student supervision. The Department benefits from administrative and technical staff who contribute to the smooth operation of academic programmes, student services, and organisational processes. Students and staff have access to relevant learning resources, including library services and digital databases, teaching facilities and classrooms, and online learning platforms. The Department demonstrates the use of digital infrastructure and learning technologies, supporting course delivery, student engagement, and learning analytics (where applicable). The Department also benefits from centralised institutional services, including IT support, library services, and student support services.

### Areas of improvement and recommendations

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

The department currently does not conduct systematic scenario analysis for future changes in the educational, economic, and political landscape.

The EEC does not have the required audited information to assess the department's internal budgeting position and transparency.

Please ✓ what is appropriate for the following assessment area:

| Assessment area | Non-compliant /<br>Partially Compliant / Compliant |
|-----------------|----------------------------------------------------|
| 7. Resources    | Compliant                                          |

## 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 Department under review may be achieved.*

The University of Nicosia (UNIC) is widely recognized for its strong commitment to student-centred pedagogy, well-established internal quality assurance mechanisms, and comprehensive academic monitoring procedures. The learning environment is consistently evaluated positively by both students, staff, and external stakeholders. This favourable perception is supported by several key factors, including relatively small class sizes, a high level of interaction between students and academic staff, personalized academic guidance, and the provision of extensive student support services. These elements are further reinforced by modern infrastructure and advanced information technology systems, which collectively contribute to an effective and supportive educational experience.

The Management Department within the UNIC Business School demonstrates a coherent and well-organized academic environment. There is clear alignment between the Department's mission, its academic programmes, teaching practices, research activities, and quality assurance processes. The Department benefits from established governance structures, systematic evaluation procedures, and sufficient resource allocation. Furthermore, it maintains a consistent focus on societal relevance and active engagement with external stakeholders, thereby enhancing the applicability and impact of its academic offerings.

Notwithstanding these strengths, the Department's continued development would benefit from improvements that make the University more aligned with its status of leading educational institute. These improvements include a more explicit emphasis on strategic prioritisation, measurable outcomes, and demonstrable impact. Including the (external) moderation of assessment practices to make the programme more challenging. The strengthening of research strategy and the quality of research outputs, and the establishment of clearer links between stakeholder feedback and tangible programme improvements. Additionally, there is scope for fostering greater innovation in teaching methodologies and programme design, alongside the adoption of more proactive, data-driven approaches to planning and decision-making.

Overall, the Department provides a solid foundation for the delivery of high-quality education and research. At the same time, it demonstrates clear potential to further advance its impact, enhance its international visibility, and achieve greater strategic maturity.

### Identified Areas for Improvement

In sum, notwithstanding the aforementioned strengths, the External Evaluation Committee (EEC) identified several areas in which further development is warranted:

The alignment between curriculum content and stated programme learning objectives could be strengthened. In particular, the development of higher-order cognitive skills, such as creativity and critical thinking, would benefit from inclusion in exams and assignments and the introduction of a mandatory and more substantial thesis or research project across all programs. At a minimum, the EEC thinks the department should consider exam design moderation with the specific aim of making the exams more

challenging and encouraging creativity, critical thinking, and competence development at the appropriate level.

Learning objectives related to practical competencies, personal development, and leadership skills require more explicit integration within the curriculum. Feedback from both students and external stakeholders indicates the need for clearer articulation and more effective delivery of these outcomes, which are essential for graduate employability and professional readiness.

Student engagement in research activities is currently optional and lacks formal structure. The introduction of a compulsory and well-defined research component would enhance students' research capabilities and contribute to the development of a stronger scholarly culture within the Department. Students should be encouraged to engage with this component, especially it was noted that they currently would avoid doing that.

While formative assessment practices appear to be effective, they should be more clearly documented within programme materials, such as student handbooks. Additionally, summative assessment feedback should be more detailed and substantive, enabling students to better understand their performance and identify areas for improvement, thereby strengthening the overall learning process.

The curriculum would benefit from a more systematic integration of transferable skills and multicultural competencies. Both internal and external stakeholders have emphasized the importance of these skills in the context of an increasingly globalized labour market, and their enhanced inclusion would further strengthen the programme's relevance.

To support long-term institutional development and ensure consistency in teaching and research, it is recommended that the Department progressively increase the proportion of full-time, internationally recruited academic staff.

The Department is encouraged to adopt a more strategic approach to the recruitment of visiting academics. Such engagement can introduce diverse perspectives, enrich the curriculum, and contribute to a more internationalized academic environment.

The processes for evaluating research performance currently lack sufficient transparency. There is a need to further develop the existing policy to promote an inclusive research culture and to embed mechanisms that support research excellence in alignment with the ambitions of the business school. Given that research performance is closely linked to decisions regarding promotion, workload allocation, and incentives, it is essential that evaluation criteria are both clear and robust. The EEC recommends complementing quantitative metrics with more selective qualitative measures and ensuring transparency in how research outputs translate into resource allocation. Furthermore, the adoption of narrative-based research assessment

approaches, as advocated by the Declaration on Research Assessment (DORA), is strongly encouraged. In addition, an increase in research funding—particularly for conference participation—would be consistent with the institution’s strategic trajectory and the profile of its academic staff.

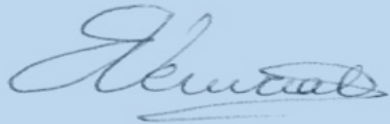
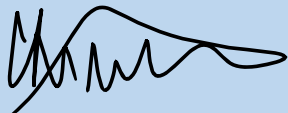
Although academic staff are encouraged to integrate research into their teaching, current practices are largely informal and vary across individuals. The Department would benefit from adopting a more systematic and structured approach to research-informed teaching. This could include the implementation of established models such as research-led, research-oriented, research-tutored, and research-based learning, thereby enhancing the intellectual depth and coherence of the educational experience.

### **Conclusion**

In conclusion, the Department exhibits a strong institutional framework and a clear commitment to quality in both teaching and research. With targeted improvements in the areas identified above, it is well-positioned to further strengthen its academic provision, increase its international competitiveness, and achieve a higher level of strategic development.

**Date:** 2 April 2026

**E. Signatures of the EEC**

| <i>Name</i>                  | <i>Signature</i>                                                                    |
|------------------------------|-------------------------------------------------------------------------------------|
| <b>Ernst Verwaal (Chair)</b> |   |
| <b>Henrikki Tikkanen</b>     |   |
| <b>Karim Sorour</b>          |   |
| <b>Charis Eleftheriou</b>    |  |
| FullName                     |                                                                                     |
| FullName                     |                                                                                     |

**Date:** 2<sup>nd</sup> of April, 2026

