

Doc. 300.3.1/1

Date April^{2nd}, 2026

External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

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

• **Town:** Nicosia

• **School/Faculty:** School of Business

• **Department:** Management

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

Programme 1 – Business Administration (4 years / 240 ECTS, Bachelor)

In Greek:

Programme Name

In English:

Business Administration (4 years / 240 ECTS, Bachelor)

Language(s) of instruction: Language(s)

Programme 2 – Business Administration (1,5 years, 90 ECTS, Master)

In Greek:

Programme Name

In English:

Programme Name

Language(s) of instruction: Language(s)

Programme 3 – Business Administration (3 years, 180 ECTS, Doctor of Philosophy)

In Greek:

Programme Name

In English:

Programme Name

Language(s) of instruction: Language(s)



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



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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].

A. Introduction

This part includes basic information regarding the onsite visit.

The review panel convened for a series of highly informative and constructive meetings held on the campus of the University of Nicosia on Tuesday, the 30th and Wednesday, the 31st of March 2026. The purpose of these meetings was to conduct a comprehensive evaluation of several academic programs currently in operation within the institution. Specifically, the panel reviewed the Bachelor of Business Administration (BBA, 240 ECTS) and the Doctor of Philosophy (PhD, 180 ECTS) programs on the 30th of March 2026, followed by the Master of Business Administration (MBA, 90 ECTS) program on the 31st of March 2026. This structured approach allowed for a detailed and systematic examination of each program's design, delivery, and outcomes.

Overall, the review process was characterized by a high level of organization and professionalism. The event itself was meticulously planned, reflecting considerable attention to detail in both logistical arrangements and the preparation of supporting materials. The documentation provided to the panel in advance was comprehensive, well-structured, and highly informative, enabling an efficient and thorough assessment. Furthermore, the institution demonstrated a commendable degree of responsiveness and transparency, readily supplying additional documentation and clarifications whenever requested by the panel.

Throughout the course of the review, the panel engaged with a wide range of stakeholders across the university. These included senior university leadership, faculty members, and campus administrators, all of whom contributed valuable insights into the strategic direction and operational practices of the institution. In addition, dedicated sessions were held with student representatives, external stakeholders, and members of the support staff, ensuring that multiple perspectives were incorporated into the evaluation process.

Notably, all participants involved in the review—including academics, administrative personnel, students, and external partners—expressed a strong sense of commitment to and enthusiasm for the business school and its academic offerings. Their contributions reflected a positive institutional culture and a shared dedication to maintaining and enhancing the quality of the programs under review. Collectively, these interactions provided the panel with a well-rounded understanding of the business school's strengths, challenges, and future aspirations, as well as those of its associated programs.

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B. External Evaluation Committee (EEC)

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

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) *sub-areas*
 - (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) *some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

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

Strengths

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

Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding each programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

- 1.1. Policy for quality assurance**
- 1.2. Design, approval, on-going monitoring and review**
- 1.3. Public information**
- 1.4. Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*
 - *includes well-structured placement opportunities where appropriate*
 - *is subject to a formal institutional approval process*

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

1.3 Public information

Standards

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

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

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

Findings

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

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

The External Evaluation Committee (EEC) has conducted a thorough assessment of the programme's policies and procedures relating to quality assurance, including its design, approval, monitoring, and periodic review mechanisms. In addition, the Committee examined the extent and accessibility of publicly available information, as well as the overall approach to information management. Based on this comprehensive evaluation, the EEC concludes that the programme meets the established criteria in all of these areas.

Findings for Business Administration (1,5 years, 90 ECTS, Master)

The External Evaluation Committee (EEC) has conducted a thorough assessment of the programme's policies and procedures relating to quality assurance, including its design, approval, monitoring, and periodic review mechanisms. In addition, the Committee examined the extent and accessibility of publicly available information, as well as the overall approach to information management. Based on this comprehensive evaluation, the EEC concludes that the programme meets the established criteria in all of these areas.

Findings for Business Administration (3 years, 180 ECTS, Doctor of Philosophy)

The External Evaluation Committee (EEC) has conducted a thorough assessment of the programme's policies and procedures relating to quality assurance, including its design, approval, monitoring, and periodic review mechanisms. In addition, the Committee examined the extent and accessibility of publicly available information, as well as the overall approach to information management. Based on this comprehensive evaluation, the EEC concludes that the programme meets the established criteria in all of these areas.

Strengths

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

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

The programme is characterized by a clearly articulated and coherent structure, comprising compulsory core modules, specialization-specific courses, and a range of elective options. Comprehensive and user-friendly information about the programme is made publicly available through a dedicated webpage, thereby ensuring that both prospective and enrolled students can easily access relevant and up-to-date details.

The programme operates in alignment with the Department's formally established internal quality assurance framework, which is itself publicly accessible. Its performance is subject to systematic and ongoing evaluation through the Academic Programme Evaluation Process and the Internal Programme Evaluation Process, both of which are conducted on an annual basis. These evaluation mechanisms incorporate structured student feedback, thereby supporting a continuous cycle of reflection and enhancement. Furthermore, the programme adheres to broader institutional policies governing teaching quality, risk management, the development and approval of new programmes, and the periodic monitoring and revision of existing academic offerings.

A comprehensive set of institutional regulations and administrative procedures is in place to facilitate the systematic collection, analysis, and utilization of data relating to student academic progression and engagement. This approach ensures that student performance is consistently monitored and that data-informed adjustments are implemented where necessary to support improved outcomes.

In order to uphold the highest standards of academic integrity, the programme integrates the use of Turnitin, a widely recognized plagiarism detection tool, within its assessment processes. Additionally, external stakeholders—including industry professionals and employers—are actively engaged in providing input, particularly in relation to the programme's practical components. This collaborative approach helps to ensure that the curriculum remains aligned with contemporary industry requirements and expectations. The programme's learning outcomes are also carefully aligned with both departmental and institutional strategic objectives, reinforcing its coherence within the wider academic context.

The programme is further enriched through the inclusion of guest lectures and seminars delivered by practitioners and experts, offering students valuable exposure to real-world perspectives. These activities enhance students' practical understanding and foster deeper engagement with their field of study.

Academic progression within the programme is governed by the University's established policies, which are based on a structured framework encompassing academic classification, semester workload expectations, and clearly defined grading criteria. This framework supports a consistent and equitable progression pathway for all students, ensuring fairness and transparency in assessment.

Moreover, the programme provides opportunities for experiential learning, enabling students to apply theoretical knowledge within practical or workplace contexts. Such experiences contribute to the development of essential professional competencies and enhance graduates' employability.

The programme undergoes a rigorous initial validation process, followed by regular review cycles that incorporate feedback from students and other key stakeholders. This ensures that the programme remains responsive to evolving academic standards and labor market demands.

A strong emphasis is placed on transparency, with the programme maintaining a commitment to delivering clear, accurate, current, and readily accessible information to all stakeholders. This facilitates informed decision-making and promotes trust in the programme's operations.

Finally, the effectiveness of the programme is continuously monitored through the use of key performance indicators (KPIs), which assess a range of dimensions including student achievement, progression, retention, satisfaction, the adequacy of learning resources, and the quality of student support services. Consideration is also given to graduate employability and career trajectories, ensuring that the programme effectively prepares students for successful professional pathways.

Strengths for Business Administration (1,5 years, 90 ECTS, Master)

The same strengths apply to the MBA program.

Strengths for Business Administration (3 years, 180 ECTS, Doctor of Philosophy)

The External Evaluation Committee (EEC) observed that the programme has strong policies and procedures relating to quality assurance, including its design, approval, monitoring, and periodic review mechanisms.

Areas of improvement and recommendations

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

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

The LOs of creativity and critical thinking can fruitfully be developed in a thesis or research project, but this project is currently rather small and optional. It could be expanded and made mandatory. Furthermore, the more practice-oriented LOs regarding skills, personal growth, and effective leadership could be more clearly addressed in the curriculum, as also demanded by both students and stakeholders.

Areas of improvement and recommendations for Business Administration (1,5 years, 90 ECTS, Master)

The LOs of creativity and critical thinking can fruitfully be developed in a thesis or research project, but this project is currently rather small and optional. It could be expanded and made mandatory. Furthermore, the more practice-oriented LOs regarding skills, personal growth, and effective leadership could be more clearly addressed in the curriculum, as also demanded by both students and stakeholders.

Areas of improvement and recommendations for Business Administration (3 years, 180 ECTS, Doctor of Philosophy)

The EEC noted that the PhD learning objectives referred to achieving an academic and/or practical contribution to knowledge. The EEC stresses that a PhD must include a theoretical contribution to knowledge, in addition to other forms of contribution such as practical, methodological and policy-related contributions. This requirement should be reflected clearly and consistently across the PhD programme's learning objectives and related materials.

The EEC would recommend that viva reports are analysed annually to identify any skills gaps, this information would inform designing of new (updating existing) learning opportunities or training to PhD students that helps filling any skills gap identified.

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

Sub-area	Non-compliant/ Partially Compliant/Compliant		
	<i>Business Administra tion (4 years / 240</i>	<i>Business Administra tion (1,5 years, 90</i>	<i>Business Administra tion (3 years, 180</i>

		<i>ECTS, Bachelor)</i>	<i>ECTS, Master)</i>	<i>ECTS, Doctor of Philosophy)</i>
1.1	Policy for quality assurance	Compliant	Compliant	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant	Compliant	Partially compliant
1.3	Public information	Compliant	Compliant	Compliant
1.4	Information management	Compliant	Compliant	Compliant

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

Sub-areas

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

2.2 Practical training

2.3 Student assessment

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

Standards

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

2.2 Practical training

Standards

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

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*

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

You may also consider the following questions:

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

Findings

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

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

The various accreditations (AACSB, and national accreditations) of the business school ensure a well-structured and effective educational process and frequent assessments and updates. UNIC business school has adopted a student-centred teaching and learning philosophy that prioritizes active engagement, critical thinking, and the personal development of each student. The teaching methodology is inclusive, diverse, and aligned with contemporary pedagogical best practices. Practical training (internships) is often an integral part of the curriculum, offering students opportunities to apply theoretical knowledge in real-world settings. Collaborations with business partners enrich the learning experience and prepare students for successful professional careers.

Student assessment practices at UNIC are varied and transparent. They are designed to measure learning outcomes accurately and support continuous learning. Assessments are communicated to students in advance. The assessment system and criteria regarding student course performance are clear, adequate and are communicated to the students at the beginning of the course through the course syllabus. The assessment system is diverse and typically consists of assignments throughout the course, mid-term examination and final examination. Feedback is provided in a timely and constructive manner, contributing to academic development. The students and alumni interviewed by the EEC indicated that they are very satisfied with the quality of their program and that they are in contact with faculty on a regular basis. There is evidence of structured and well-organized lecture material (including case studies). All teaching material is uploaded to the educational platform used by the university and students have easy access to it.

Findings for Business Administration (1,5 years, 90 ECTS, Master)

The same applies to the MBA program.

Findings for Business Administration (3 years, 180 ECTS, Doctor of Philosophy)

The same applies to the PhD program.

Strengths

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

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

The findings above make the strengths clear:

1. Student-centred teaching.
2. Practical training as an integral part of the program.
3. Wide variety of assessment methods.

4. Strong personal connections to students, thanks to the small-scale program and the one-on-one advisory roles of faculty members. The program and school culture stimulate a friendly and collegiate environment between students and teaching/ administrative staff.
5. Research and practice informed teaching.
6. Effective internal quality assurance committees and processes. The quality assurance of the program of study is ensured through active participation of the members of the academic personnel, the members of the administrative personnel, and the students.
7. A very diverse, engaged and motivated student body.
8. A very much engaged and committed stakeholder community.

Strengths for Business Administration (1,5 years, 90 ECTS, Master)

The same strengths apply to the MBA program.

Strengths for Business Administration (3 years, 180 ECTS, Doctor of Philosophy)

The same strengths apply to the PhD program (except naturally for 2).

Areas of improvement and recommendations

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

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

No recommendations.

Areas of improvement and recommendations for Business Administration (1,5 years, 90 ECTS, Master)

No recommendations.

Areas of improvement and recommendations for Business Administration (3 years, 180 ECTS, Doctor of Philosophy)

No recommendations.

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

Sub-area	Non-compliant/ Partially Compliant/Compliant		
	<i>Business Administration (4 years / 240</i>	<i>Business Administration (1,5 years, 90</i>	<i>Business Administration (3 years, 180</i>

		<i>ECTS, Bachelor)</i>	<i>ECTS, Master)</i>	<i>ECTS, Doctor of Philosophy)</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Complia nt	Complia nt	Complia nt
2.2	Practical training	Complia nt	Complia nt	Complia nt
2.3	Student assessment	Complia nt	Complia nt	Complia nt

3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1. Teaching staff recruitment and development**
- 3.2. Teaching staff number and status**
- 3.3. Synergies of teaching and research**

3.1. Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2. Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3. Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*

- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

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

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

The teaching staff involved in the program has the appropriate qualifications and competences. The teaching staff is highly qualified, combining strong academic backgrounds often with professional experience. 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. Note that over 80 percent of permanent staff are Research Active according to AACSB standards. 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.

Findings for Business Administration (1,5 years, 90 ECTS, Master)

The above also applies to the MBA program.

Findings for Business Administration (3 years, 180 ECTS, Doctor of Philosophy)

The above also applies to the PhD program.

Strengths

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

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

The strengths of the faculty teaching in the program are as follows:

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 particular modules.
6. Research informed teaching—very much incentivised by the business school. All academics are expected to do research.

Strengths for Business Administration (1,5 years, 90 ECTS, Master)

The above also applies to the MBA program.

Strengths for Business Administration (3 years, 180 ECTS, Doctor of Philosophy)

The above applies to the PhD program, too.

Areas of improvement and recommendations

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

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

The EEC recommends that more international staff be invited to strengthen the internationalization of the Department. Place more emphasis on ‘high quality’ research, by a broader group of scholars. Continue to attract and retain research-oriented faculty members at UNIC. Cultivate 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.

Areas of improvement and recommendations for Business Administration (1,5 years, 90 ECTS, Master)

The above also applies to the MBA program.

Areas of improvement and recommendations for Business Administration (3 years, 180 ECTS, Doctor of Philosophy)

The above also applies to the PhD program.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		Business Administration (4 years / 240 ECTS, Bachelor)	Business Administration (1,5 years, 90 ECTS, Master)	Business Administration (3 years, 180 ECTS, Doctor of Philosophy)
3.1	Teaching staff recruitment and development	Compliant	Compliant	Compliant
3.2	Teaching staff number and status	Compliant	Compliant	Compliant
3.3	Synergies of teaching and research	Compliant	Compliant	Compliant

4. Student admission, progression, recognition and certification (ESG 1.4)

Sub-areas

- 4.1. Student admission, processes and criteria**
- 4.2. Student progression**
- 4.3. Student recognition**
- 4.4. Student certification**

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

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

You may also consider the following questions:

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

Findings

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

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

The EEC has assessed the programme in terms of student admission, progression, and recognition. The EEC has observed that the programme is fully compliant with these criteria. We elaborate below on these areas.

Findings for Business Administration (1,5 years, 90 ECTS, Master)

The EEC has assessed the programme in terms of student admission, progression, and recognition. The EEC has observed that the programme is fully compliant with the majority of these criteria. We elaborate below on these areas.

Findings for Business Administration (3 years, 180 ECTS, Doctor of Philosophy)

The EEC has assessed the programme in terms of student admission, progression, and recognition. The EEC has observed that the programme is fully compliant with the majority of these criteria. We elaborate below on these areas.

Strengths

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

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

The programme benefits from predefined / published regulations regarding student admissions as well as applicable criteria which are implemented consistently and transparently. All prospective applicants are required to demonstrate a satisfactory command of the English language, which serves as the primary medium of instruction. Evidence of English proficiency must be provided through standardized tests such as the TOEFL, IELTS, Cambridge Advanced Examination, or other equivalent internationally recognized qualifications. The minimum acceptable level of proficiency is aligned with the Common European Framework of Reference for Languages (CEFR) at level B2.

The programme benefits from rigorous regulations which define student progression, grade classification, as well as various tools to collect, monitor, and act upon relevant student progression data. There is a process for recognition of earlier learning at the university.

Strengths for Business Administration (1,5 years, 90 ECTS, Master)

The programme benefits from predefined / published regulations regarding student admissions as well as applicable criteria which are implemented consistently and transparently. All prospective applicants are required to demonstrate a satisfactory command of the English language. GMAT score of 400 is required for applicants of cumulative overall grade less than 2.5, this is useful in widening participation without compromising quality.

The programme benefits from rigorous regulations which define student progression, grade classification, as well as various tools to collect, monitor, and act upon relevant student progression data. There is a process for recognition of earlier learning at the university.

Strengths for Business Administration (3 years, 180 ECTS, Doctor of Philosophy)

The programme benefits from predefined/published regulations regarding student admission which includes submission of an online application and an initial research proposal outlining the thesis aims, objectives, tentative research problem, indicative literature review and research methodology. This is aligned with good practices and inform admission decisions, ensuring the potential to undertake research at doctoral level is there. In the meantime, applications are handled through a CRM system which offers a suitably governed environment to manage applications and have an audit trail. All proposals are initially checked by Turnitin for originality. Student progression is based on clear milestones and enrollment on doctoral courses i.e. PhD-803- Research philosophy, methodology and methods, PHD 805 final research proposal and thesis preparation PhD 806.

Students might transfer from another institutions if they fulfill the University entry requirements. The University has a plagiarism policy, and students are awarded once they complete all courses successfully and defend their thesis in a viva voce.

Areas of improvement and recommendations

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

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

The EEC is satisfied with the current status.

Areas of improvement and recommendations for Business Administration (1,5 years, 90 ECTS, Master)

The EEC has noted that assessment practices benefit from double marking. However, the EEC recommends that assessments are also moderated prior to being offered to students to ensure consistency in the level of assessment across the board and to confirm that it corresponds appropriately to Master's-level standards. This should be included in the applicable academic regulations.

Areas of improvement and recommendations for Business Administration (3 years, 180 ECTS, Doctor of Philosophy)

In the discussions, the EEC noted that the PhD learning objectives referred to achieving an academic and/or practical contribution to knowledge. The EEC stresses that a PhD must include a theoretical contribution to knowledge, in addition to other forms of contribution such as practical, methodological and policy-related contributions. This requirement should be reflected clearly and consistently across the PhD programme's learning objectives and related materials.

The EEC acknowledges that there is a current PhD teaching scheme, but this should be upgraded to further support PhD researchers who would also be aspiring academics by providing wider systematic teaching opportunities or at least shadowing.

The EEC would also suggest that viva reports are analysed annually to identify any skills gaps, this information would inform designing of new (updating existing) learning opportunities or training to PhD students that helps filling any skills gap identified.

The EEC acknowledges that mock Viva are held as a matter of good practice but is not institutionalised. The EEC suggests that the mock viva becomes part of the doctoral regulation to ensure systemic adherence to this requirement as a crucial exposure to PhD research in the last year of their thesis writing up stage.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		<i>Business Administration (4 years / 240 ECTS, Bachelor)</i>	<i>Business Administration (1,5 years, 90 ECTS, Master)</i>	<i>Business Administration (3 years, 180 ECTS, Doctor of Philosophy)</i>
4.1	Student admission, processes and criteria	Compliant	Compliant	Partially compliant
4.2	Student progression	Compliant	Partially compliant	Compliant
4.3	Student recognition	Compliant	Compliant	Compliant
4.4	Student certification	Compliant	Compliant	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1. Teaching and Learning resources

5.2. Physical resources

5.3. Human support resources

5.4. Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

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

You may also consider the following questions:

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

Findings

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

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

UNIC offers a student-centred environment with access to modern learning resources, including a library (with digital access to journals and books), computer labs, relevant software, and analytics tools. These resources are designed to support a high-quality academic and student experience. The facilities and buildings are modern, well-equipped and fit-for-purpose. The current facilities allow for growth in the student and faculty body and innovations in teaching and research requirements. Human support resources and administrative staff are available and responsive to student and staff needs. These professionals provide personalized guidance and contribute to a supportive academic community. Provisions have also been made for the wellness of the students (including mentoring and advisory services from the staff), for the development of the staff (including support in teaching and research) and for the financial support of disadvantaged students in terms of reductions in the tuition fees.

Findings for Business Administration (1,5 years, 90 ECTS, Master)

The same applies to the MBA program.

Findings for Business Administration (3 years, 180 ECTS, Doctor of Philosophy)

The same applies to the PhD program.

Strengths

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

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

The strengths of the program are as follows:

1. The broadly shared vision for the business school of UNIC and this specific program.
2. The state-of-the-art facilities.
3. Strong commitment of all staff, from vice-rector, to dean, teaching and administrative staff in terms of the provisions of facilities and related resources.
4. Experienced and committed administration and support staff working closely with faculty.

Strengths for Business Administration (1,5 years, 90 ECTS, Master)

The same applies to the MBA program.

Strengths for Business Administration (3 years, 180 ECTS, Doctor of Philosophy)

The same applies to the PhD program.

Areas of improvement and recommendations

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

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

No specific improvements or recommendations

Areas of improvement and recommendations for Business Administration (1,5 years, 90 ECTS, Master)

No specific improvements or recommendations

Areas of improvement and recommendations for Business Administration (3 years, 180 ECTS, Doctor of Philosophy)

No specific improvements or recommendations

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		Business Administration (4 years / 240 ECTS, Bachelor)	Business Administration (1,5 years, 90 ECTS, Master)	Business Administration (3 years, 180 ECTS, Doctor of Philosophy)
5.1	Teaching and Learning resources	Compliant	Compliant	Compliant
5.2	Physical resources	Compliant	Compliant	Compliant
5.3	Human support resources	Compliant	Compliant	Compliant
5.4	Student support	Compliant	Compliant	Compliant

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

6.1. Selection criteria and requirements

6.2. Proposal and dissertation

6.3. Supervision and committees

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*
 - *reports per semester and feedback from supervisors*
 - *support for writing research papers*
 - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

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

Findings

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

The EEC has assessed the programme in terms of student admission, progression, and recognition. The EEC has observed that the programme is fully compliant with the majority of these criteria. We elaborate below on these areas.

Strengths

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

The programme benefits from predefined/published regulations regarding student admission which includes submission of an online application and an initial research proposal outlining the thesis aims, objectives, tentative research problem, indicative literature review and research methodology. This is aligned with good practices and inform admission decisions, ensuring the potential to undertake research at doctoral level is there. In the meantime, applications are handled through a CRM system which offers a suitably governed environment to manage applications and have an audit trail. All proposals are initially checked by Turnitin for originality. Student progression is based on clear milestones and enrolment on doctoral courses i.e. PhD-803- Research philosophy, methodology and methods, PHD 805 final research proposal and thesis preparation PhD 806.

Students might transfer from another institutions if they fulfil the University entry requirements. The University has a plagiarism policy, and students are awarded once they complete all courses successfully and defend their thesis in a viva voce.

There is a process for thesis submission to the supervisory team for feedback and approval, then the thesis is checked by Turnitin for plagiarism, followed by further approvals by various departments and finally by the departmental postgraduate programmes committee (DPPC). The thesis has to be defended in a viva and a final version produced reflecting feedback and recommendations made by the viva committee.

There is a process and a policy that governs the supervision arrangements in terms who can supervise and what they their responsibilities are. How to address any conflict of interest or break-down in the relationship between the student and the supervisor.

The EEC noted that a tradition of close research collaboration between faculty members and PhD researchers on doctoral related papers and beyond.

Areas of improvement and recommendations

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

In relation to *the criteria for obtaining the Ph.D. degree as indicated earlier in section 5*, in the discussions, the EEC noted that the PhD learning objectives referred to achieving an academic and/or practical contribution to knowledge. The EEC stresses that a PhD must include a theoretical contribution to knowledge, in addition to other forms of contribution such as practical, methodological and policy-related contributions. This requirement should be reflected clearly and consistently across the PhD programme's learning objectives and related materials.

While the EEC commends the level of research collaboration between supervisors and PhD students, it is recommended to use broader range of Journal quality guidance for instance quality lists used in the international context i.e. ABDC list or AJG.

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



Sub-areas		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Compliant
6.2	Proposal and dissertation	Compliant
6.3	Supervision and committees	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 each programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The Panel concludes that the BBA and the MBA programmes in Business Administration are both well-structured, coherent, and aligned with the Department's mission and institutional framework, offering students a solid foundation in core business disciplines. The programmes benefit from clearly defined learning outcomes, a systematic organisation of teaching, and integration within the Department's quality assurance processes.

The curricula demonstrate broad coverage of key business areas and attention to employability, supported by appropriate teaching methods and student evaluation mechanisms. The programmes are responsive to labour market needs and incorporate elements of external feedback.

Further development is recommended to enhance curriculum differentiation and strategic positioning, strengthen the integration of practical and experiential learning, and increase innovation in teaching methods and digital delivery. In addition, greater emphasis could be placed on internationalisation and the systematic assessment of learning outcomes achievement.

Overall, the BBA and MBA programmes provide a reliable and comprehensive education in business administration, with clear potential to advance toward greater distinctiveness, innovation, and international competitiveness.

What is more, the PhD program provides a solid basis for doctoral training and supervision. The programme benefits from qualified academic staff, established procedures for supervision and evaluation, and integration within the Department's broader research environment.

At the same time, further development is recommended to enhance the PhD programme's strategic focus, international visibility, and research output quality (not quantity). Particular attention should be given to strengthening structured doctoral training, ensuring consistency in supervision practices, increasing external collaboration and funding opportunities, and improving monitoring of doctoral progression and completion rates.

Overall, the doctoral programme demonstrates sound foundations and academic coherence, with clear potential to evolve toward greater research intensity, competitiveness, and international impact.

E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Ernst Verwaal	
Kamir Sosour	
Hwnrikki Tikkanen	
Charis Eleftheriou	

Date: 2nd of April, 2026

