Doc. 300.3.1

Date: 1/12/2020

External Evaluation Report

(Departmental)

- **Higher Education Institution:**
  University of Central Lancashire (Cyprus)
- **Town: Larnaca**
- **School/Faculty: School of Business and Management**
- **Department:**
- **Programme(s) of study under evaluation**
  Name (Duration, ECTS, Cycle)

Programme 1
In Greek:
Πτυχίο στη Διοίκηση Επιχειρήσεων (Hons)
In English:
Business Administration (Hons) (4years/240ECTS, Bachelor)

Programme 2
In Greek:
Μεταπτυχιακό στη Διοίκηση Επιχειρήσεων
In English:
Business Administration (1year/90ECTS, MBA)

Programme 3
In Greek:
Μεταπτυχιακό με Πρακτική Άσκηση στη Διεθνή Διαχείριση Τουρισμού, Φιλοξενίας και Εκδηλώσεων
In English:
 Internship in International Tourism, Hospitality and Event Management (1year/90ECTS, Master)

- **Department's Status: Currently Operating**

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the "Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019" [N. 136 (I)/2015 to N. 35(I)/2019].

A. Introduction

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

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

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

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

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

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

B. External Evaluation Committee (EEC)

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

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas 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 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**
  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	**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.	3
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	5
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
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.	

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Strategic planning is well developed. The committee was satisfied to hear about the strategic planning process and got the impression that stakeholders and staff are well tuned into this process. Main questions were raised about the academic profile in relation to the strategy especially with regard to the match of research profile in relation to main teaching strategies. How periodical the strategy is being renewed we did not observe, we would recommend to have a rolling system in a determined certain timeline.

Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.
2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

1. The programs are coherent in relation to each other, although the committee has questions about some choices of the mix AND THE AMOUNT of compulsory and elective courses. The bachelor BA seems to have relative many electives already in the 1st year, while the MBA's have VERY few electives. 2 n.r.

Provide suggestions for changes in case of incompatibility.

per program we will make suggestions, but overall we would suggest to develop the research profile more to the actual master line of teaching and to change the compulsory-elective mix such that it is more sure that bachelor students get all basic ba functions. We would like the member of staff to consider the allocation of the weight givin to the intership. also, we think that at least 60 credits should be given to the courses taught on campus.

1. Department's academic profile and orientation

1.2 Connecting with society		1 - 5
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.	4
1.2.4	The Department has an effective communication mechanism with its graduates.	4

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

Click to enter text.

1. Department's academic profile and orientation

1.3 Development processes	1 - 5
1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.	3
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	4
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.	5

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

As to the hiring of staff the committee noticed that the procedures and measures lead to a vast majority of junior staff with a high need for developmental processes. Some of the teaching staff have not yet very well developed publication portfolios. The committee would like TO suggest (1) enrolling a leading scholar which will be able to guide young member of staff (2) enroll members of staff who during their PhD process already published papers in prestigious academic journals (3) enroll scholars from prestigious highly ranked universities/departments. For selection of students we did not observe a systematic process to select excellent students for example in scholarship systems, if that is correct we would recommend to set up such a system.

Additionally, write:
- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

The proportion is about 70- Cypriot to 30 internationals from countries such as Ukraine, Russia, Middle eastern countries (e.g. Siria, Lebanon and Israel) and some from African countries.

Findings

Taking into consideration that this university and departments in itself is a startup organization moving from the first development into the stabilization phase and possible effects of the Covid 19, the committee was in general satisfied. Especially when it comes to organization, coordination and strategy development procedures as written. One of the elements the committee is more critical about is the general research culture and output. This may be the result of hiring junior staff members with very limited publication record. Additionally, the senior members of staff are very tolerant and accepting low-medium level of publications

Strengths

The processes, procedures and planning is very well organized. The information on this is rich and precise.

The connection to stakeholders seems well organized and developed well for such young institute

Students seem to be pleased to work in the "English" language culture.

Students seem to appreciate the way the members of staff treat them.

Administrative staff enjoys working in the organization

Areas of improvement and recommendations

Improve the departments research orientation and quality of the publications of the staff.

The committee advises to work more into research programs which fit well to the chosen specialisations. Furthermore, there seems to be room for stronger leadership and coaching for the majority of junior staff. We would consider nominating a member of staff as a Reader (Research coordinator) to guide young members of staff as well as establishing a norm as to how many publications per year members of staff should aim at. Members of staff who publish in first tier journal should be rewarded for their achievement

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

Sub-area	Non-compliant / Partially Compliant / Compliant
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**

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	
2. Quality Assurance	
2.1 System and quality assurance strategy	**1 - 5**
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.	5
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	5
2.1.4.2 Research	4
2.1.4.3 The connection with society	5
2.1.4.4 Management and support services	5
2.1.5 The quality assurance system promotes a culture of quality.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. Click to enter text.	

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2. Quality Assurance			
2.2 Quality assurance for the programs 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.		4
2.2.4	The results from student assessments are used to improve the programmes of study.		4
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	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.		5
2.2.9	The Department flexibly uses a variety of pedagogical methods.		4
2.2.10	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
2.2.11	The Department analyses and publishes graduate employment information.		5
2.2.12	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	3
2.2.13	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.		5
2.2.14	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
2.2.15	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.		5
2.2.16	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.		N/A
2.2.17	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.		N/A
2.2.18	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.		N/A
2.2.19	There is a clear policy on authorship and intellectual property.		4

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

It was not always clear to the committee that in all programs adequate academic support is given to the students. Especially in the large internship parts if the program this was not very clear. Dissertations should be examined/supervised only by members of staff who hold a PhD.

Findings

The quality assurance as a system is very well organized and shows the connection to the UK base of the partner UCLAN-UK.

Strengths

Clear procedures, well described and in general well embedded in the culture of the institution.

Areas of improvement and recommendations

The quality management of research based supervision / coaching / support led to questions by the committee about the appropriateness of the academic character of some of the modules and of the fit between research specialisations of staff and the topics to supervise.

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

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

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3. Administration
(ESG 1.1, 1.3, 1.6)

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

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.	4
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.	4
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.	4
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.	4
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.	4

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

Click to enter text.

Findings

Interviews with administration employees and staff indicate that the operations of the department work in general well.

Strengths

The administrative staff of IT and library seem to be excellent handling the growing online processes

Students were very satisfied with the learning experience

Areas of improvement and recommendations

No specific elements to improve based on these observations.

Please select what is appropriate for the following assessment area:

Assessment area	*Non-compliant / Partially Compliant / Compliant*
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	
4. Learning and Teaching	
4.1 Planning the programmes of study	**1 - 5**
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 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).	5
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
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.	
Click or tap here to enter text.	
4. Learning and Teaching	
4.2 Organisation of teaching	**1 - 5**
4.2.1 The Department establishes student admission criteria for each programme, which are adhered to consistently.	5

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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.	4
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	4
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.	4
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.	4
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
Click to enter text.		

Findings

The overall quality assurance, planning and assessment of the program are in line with expectations of the committee. Students we met expressed also high level of satisfaction. They report that it is more convenient for them to study in their own country, instead of going to Gr. Britain.

Strengths

The department is trying to do its best to offer the highest possible level of education to the students.

Areas of improvement and recommendations

The combination of theory and practice could still be enhanced, based on a better connection to high level research of the staff, which could be organized more in line with specializations in programs.
The Committee considers that academics teach a lot and efforts should take in the future in order to allow them for more research time.

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

Sub-area	Non-compliant / Partially Compliant / Compliant
4.1 Planning the programmes of study	Compliant
4.2 Organisation of teaching	Compliant

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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.	4
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.	4
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.	4
5.8	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.	
Click to enter text.	
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	

Click to enter text.	

Findings

The current teaching staff is quite well qualified and most of the faculty members have adequate experience in the business world. This enables them to offer teaching, which is balanced between theory and practice which is very important for the students.

Based on the documents that were submitted 17 full time faculty members are assigned at the School of Economics & Business and 24 associate lecturers, that is special teaching staff. All full time faculty members are PhD holders.

Strengths

Students are highly satisfied from the quality of learning and teaching. Academics are always available to the students and help them in solving questions.

Areas of improvement and recommendations

The School of Economics & Business offers many academic graduate and postgraduate programs. The permanent staff is not enough to run all these programs. That means, that there are postgraduate programs, such as MA Internship in International Tourism, Hospitality and Event Management, that run mainly by academics that have different scientific field (3 out of 5). The Committee encourages the University to create a strong team of permanent academics in short or mid term and allocate them into courses with their specific scientific field.

Due to the above, the committee finds that the teaching load is relatively heavy and the faculty members do not have enough time to develop their research in top listed journals.

Finally, the committee would encourage a stronger collaboration and students' exchange with Preston campus and other universities in order for the students to enhance their horizons.

Certain module outlines are out of date and they do not provide the students with the latest published textbook(s). The committee suggests that academics should improve annually their module outlines.

Academic members of staff should attend high quality conference focusing on the areas they teach research

Due to the strong connection with the university in Preston, there is hesitation to offer new courses not taught on Preston. In addition, the courses are updated and relevant to the current situation in the business world.

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
5. Teaching Staff	Compliant

6. Research
(ESG 1.1, 1.3, 1.5, 1.6)

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

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.	4
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.	3
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.	4
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	4
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.	3
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

Findings

The committee is critical about the research culture, especially with regard to the publication ambitions. There are a few good examples of high level publications (ABS3/4), but the overall productivity could be substantially improved by establishing a more structural research culture in a research program approach.

Strengths

Some of the staff members published some interesting relatively high level of publications. In the discussion with the staff we also saw a good motivation to do research. The group is consisting out of several ambitious junior staff

Areas of improvement and recommendations

We noticed a relatively small and often low level of publication behavior, for example in non-reviewed books, and although such publications are good examples of dissemination, we feel focus should be more on higher level ABS3/4 type of journal publications or in reviewed books of reputed publishers (e.g. Edward Elgar). Also the translation of research to teaching topics can be improved. For enhancing the research culture we would recommend to work together more towards a research program approach, with possibly some high publishing visiting professors or a Reader to support the research development of the junior staff. Possibly a stronger connection to professors of Uclan-UK might be possible, but we recommend also to look beyond this "family" resource to reach into the connections of higher ranked universities or programs. The policy to give ample space for junior staff to develop to higher positions in laudable, however, should not lead to a "closed clique" approach. Critical though constructive assessment of development is necessary to bring the department to a next level. Connecting the research process of staff more explicitly to student thesis work may have a positive effect on teaching and research. Developing a "engaged scholarship" approach for example following the proposals for this from Andrew Van de Ven (2007) might be helpful is reaching the ideal of engaged scholarship on a higher academic level. However, to get an improvement process really working, the 40-40-20 policy for research-teaching-other activities time allocation needs more realization. From the interviews we got a strong impression that it is actually more like 20-60-20 and this is really too small allocation of research time for the junior staff to develop more higher level of relevant publications. We picked up on a strong financial argumentation, and we would suggest to look more into additional budget possibilities, or more efficient organizing of activities. Becoming even more engaged with stakeholders may help in being very relevant for which probably also more budget is available. Also, young member of staff should attend international prestigious conferences. Giving monetary reward for those publishing in first tier journals should be considered. Well known international scholars should be invited to work with members of staff to push the research level forward.

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
6. Research	Partially Compliant

7. Resources *(ESG 1.6)*

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

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.	4
7.2 The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	4
7.3 The Department's profits and donations are used for its development and for the benefit of the university community.	4
7.4 The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	4
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.	4
7.7 The fitness-for-purpose of support facilities and services is periodically reviewed.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.	
Click to enter text.	

Findings

The committee got the impression that resources and its management in general is satisfactory. However, some of the use of the resources in the research area could get more attention. As mentioned above the committee advices to give more research time to the academic staff

Strengths

The resources are managed well. No particular strengths to be mentioned

Areas of improvement and recommendations

The committee would advice to make a more strict allocation of research resources in line with engaged highly publishable research. A reward system in time allocation for research maybe mildly developed more in the direction of stimulation of trying to get into review in the highest level of journals in the researchers' area. Getting into review and be rejected is a (painful but) good way to learn how to publish academically contributing research. Mildly, is added to not fall in the trap of overly unengaged scholarship "just for publication purposes". Also to put some more resources in dedicated readers or regularly visiting scholars is an recommendation we would like to make.

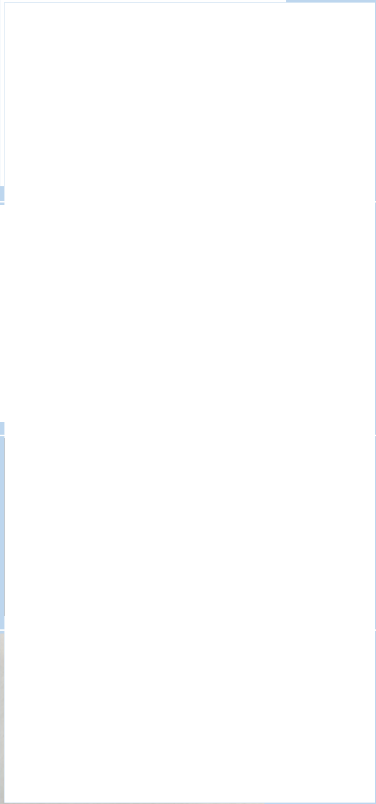**Please √ what is appropriate for the following assessment area:**

Assessment area	*Non-compliant / Partially Compliant / Compliant*
7. Resources	Compliant

D. Conclusions and final remarks

The department can be seen as a successful start-up in its phase to become a scale up. In general, the committee was satisfied with the development in the department and sees overall a variant of an interesting business school. However, we also see several issues regarding teaching and research. The main issue in the teaching is in the eyes of the committee, that the mixture of compulsory and elective courses does not seems logical. In the bachelor we see very early possibilities for electives, where we assume that the student should still master the principles of business administration, preferably in the functional areas, and some specialties of the school, probably to do with on the one hand entrepreneurship & innovation and local cultural heritage on the other. There may be other focus points, but with the size of the current group it is difficult to maintain multiple foci, unless the academic collaborative network is expanded with well working relation with more senior colleagues in the fields of interest. The committee also think that the internship in its present form should be provided with 30 credits. Students should learn more than 4-5 courses at the master level.

For research we see a bit lagging publication practice and a probably on average too small time allocation of staff to research (it seems closer to one day a week than two). Relying on work in evening and weekend, is not a viable research management practice. In high level research universities 40% of the time for research is considered minimum for well publishing professors.

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E. Signatures of the EEC

Name	Signature
Aard Groen	
Kyriaki Kosmidou	
Yaniv Poria	
Maria Averkiou	

Date: 1/12/2020