

Doc. 300.1.2

Date: 12/05/2025

Higher Education Institution's Response

- **Higher Education Institution:**
City Unity College

- **Town:** Nicosia

Programme of study:

Name (Duration, ECTS, Cycle): Master of Business Administration (MBA) | 18 months / 90 ECTS

In Greek:

Μεταπτυχιακό στη Διοίκηση Επιχειρήσεων | 18 μήνες / 90 ECTS

In English:

Master / MBA

- **Language(s) of instruction:** English and Greek
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

In Greek: Δημόσια Διοίκηση | Διαχείριση Μεταφορών και Εφοδιαστικής (Logistics) | Διοίκηση Ξενοδοχειακών Μονάδων

In English: Public Administration | Transport and Logistics Management | Hospitality Management



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. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Given the strong demand from the industry, as suggested in the dialogue with external stakeholders at the site visit, for strategic management and the development of strong strategic and managerial skills one option is to include more specific strategic management learning in one of the core courses. With this in mind, we recommend that CUCN consider the explicit integration of strategic management and its international dimension more explicitly in the first core course in the programme.</p>	<p>We would like to provide some clarification on how strategic management concepts are currently integrated into the programme.</p> <p>The five core courses (Strategic Marketing, Human Resource Management, Financial and Managerial Accounting, Operations Management, and Research Methods) together aim to equip students with strategic decision-making skills, which are a crucial aspect of strategic management. Each course addresses this area from a distinct functional perspective.</p> <p>Strategic Marketing: This course emphasizes the development of strategic marketing plans that align with organizational goals and external market conditions. Students learn to assess competitive environments, segment markets, and implement strategic positioning.</p> <p>Human Resource Management: In this course, students explore strategic workforce planning, employee engagement, change management, and talent management to support organizational strategy and long-term sustainability.</p> <p>Financial and Managerial Accounting: This course emphasizes the importance of financial strategies, cost management, and resource allocation in supporting an organization's overall strategic objectives.</p> <p>Operations Management: This course focuses on designing and</p>	<p>Choose level of compliance:</p>

	<p>managing efficient systems, supply chains, and operational processes in a way that aligns with broader organizational strategies.</p> <p>Research Methods: This course helps students develop the analytical skills necessary to gather and apply data-driven insights to problem-solving and strategic decision-making.</p> <p>The overarching design of the core courses is intentionally interdisciplinary, ensuring that strategic management learning is embedded holistically across the curriculum rather than concentrated in a single course.</p> <p>Having mentioned the above, and while we recognize the importance of strategic management learning, we believe that introducing additional content into one of the existing core courses would risk overloading the course structure and diminishing students' ability to engage deeply with the individual disciplines.</p> <p>The Academic Committee, having received and discussed thoroughly the report, has communicated written instructions to all faculty members involved in the delivery of the MBA programme to incorporate more explicit cross-functional case studies in an attempt to further integrate strategic management skills into the programme while maintaining the integrity and balance of the existing core courses.</p>	
In the application as well as during the site visit it was clear that there is an intention to integrate sustainability in all modules. From the way that the courses are designed it is somewhat unclear how the issue of sustainability is	We appreciate the committee's acknowledgment that we have integrated sustainability throughout the curriculum and recognize the need to provide greater clarity on how this is implemented in practice.	Choose level of compliance:

<p>covered in the core courses and to what extent the students are given in-depth knowledge about sustainable management and practices, which was strongly emphasized as a critical competence among future managers among the invited industry representatives at the site visit.</p>	<p>Sustainability is indeed a critical competence for future managers.</p> <p>The Academic Committee, to further strengthen the integration of sustainability, has communicated written instructions to all faculty members involved in the delivery of the MBA programme to incorporate more explicit sustainability-focused content across the curriculum. Faculty members have been advised to include cross-functional case studies and real-world examples that highlight sustainable management practices within their respective courses.</p>	
<p>We also recommend CUCN to consider the way in which the students are offered some interaction with industry and external stakeholders during the programme, such as guest lectures, site visits at specific companies /organisations, and internships.</p>	<p>We fully agree that fostering strong connections with industry leaders, professionals, and organizations is essential to preparing our MBA students for the dynamic demands of the business world.</p> <p>The MBA programme has been developed in collaboration with the External Advisory Committee that made its recommendations to the Programme Development Committee. This has been communicated to the EEC.</p> <p>We have further strengthened and expanded opportunities for industry engagement by scheduling guest lecture sessions (including also opportunities provided by our Erasmus + network) and site visits. In addition, we are constantly enhancing our relations with advisory council network in order to continue facilitating curricular co-design.</p> <p>Moreover, to provide students with more opportunities to collaborate with industry stakeholders, we continue to enhance project-based learning. Furthermore, to facilitate personal and professional</p>	<p>Choose level of compliance:</p>

	<p>connections between students, faculty and industry leaders, we have scheduled to host networking events for the Fall Semester 2025.</p> <p>By expanding our alumni and industry networking initiatives we are able to offer students personalized guidance on career planning.</p>	
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2. Student – centred learning, teaching and assessment (ESG 1.3)

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To date, there are no explicit written instructions for the students regarding the ethical and responsible use of generative AI when conducting group- or individual written assignments. Therefore, we recommend the development of some formal policies for the use of AI in teaching and examinations. If the use of generative AI is restricted during teaching and/or examination, this should be clearly stated in written information and provided to the students at the start of the programme and at the start of each course when applicable.	<p>In response to this recommendation, we have updated our existing Student Orientation Handbook, to incorporate detailed written instructions regarding the ethical and responsible use of generative AI tools. These instructions emphasize the importance of adhering to academic integrity, avoiding plagiarism, and using such tools in a manner that supports learning and original work.</p> <p>Faculty members have also been advised to reference these guidelines during course delivery to further reinforce their importance.</p>	Choose level of compliance:
To provide state-of-the-art knowledge, the ongoing work to accelerate the integration of research at the CUCN, as well as teaching, is highly appreciated by the committee. Hence, we encourage increased efforts to enhance the research competence among all faculty staff. This could be done through e.g. mentorship programs, fostering research collaboration opportunities, allocating specific resources and time for research activities, and internal grants, to mention a few.	<p>We acknowledge the committee's recommendation to enhance the research competence among faculty staff and fully supports this initiative as a way to strengthen student-centered learning, teaching, and assessment.</p> <p>As part of the Professional Learning Community sessions, held weekly, targeted professional development initiatives for faculty members, including workshops on advanced research methodologies, data analysis techniques, and emerging</p>	Choose level of compliance:

	<p>trends in management research, are taking place.</p> <p>Additionally, our Research Policy encourages faculty participation in academic conferences, research collaborations, and interdisciplinary projects.</p> <p>We are committed in enhancing the research capacity of our teaching staff, to ensure that students benefit from high-quality, research-informed instruction and assessment practices that align with contemporary academic and industry standards.</p>	
With regards to the intended research acceleration, the CUCN could also put effort into establishing structured initiatives, such as internal research-focused internships, mentorship programs, and specialized coursework, to cultivate theoretical research skills among students who aspire to an academic- or investigative route rather than an industry-focused career.	We acknowledge the importance of fostering a strong research culture among students and appreciate the committee's recommendation to establish structured initiatives to accelerate research activities. To this end, starting from Fall Semester 2025, the Research Methods course (core), is introducing supervised group research projects that will encourage collaborative learning and peer engagement among students.	Choose level of compliance:
During the site visit it was revealed among both faculty staff and students that more effort should be put on developing verbal communication skills among the students. This could be done through e.g. role-play exercises involving interview situations and negotiations, and verbal communication training.	To address this, the intensive academic writing and advanced communication course, which will be offered to students prior to enrolment in the MBA programme (see point 4. Student admission, progression, recognition and certification, ESG 1.4), is enriched with specific modules aimed at strengthening verbal communication skills. These modules focus on areas such as public speaking, effective presentation delivery, and professional communication in group settings. By providing students with this targeted preparation, we aim to ensure they are equipped with the confidence and skills necessary to excel in verbal communication throughout	Choose level of compliance:

	their studies and in their future managerial roles.	
In the dialogue with the students, it was indicated that a closer contact with external stakeholder would be appreciated. We thus welcome possibilities for collaborative inter-sector initiatives to develop e.g. internship opportunities.	We appreciate the committee's recommendation to promote closer contact with external stakeholders as a way to enhance student-centered learning, teaching, and assessment. To address this, the External Advisory Committee, is scheduled to meet at least twice per semester.	Choose level of compliance:

3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
CUCN can further enhance the resource support for research activities, potentially dedicate resources for engagement in research projects among all faculty members, and explore ways to increase research and teaching synergies. The research unit's further integration into the daily life of the college and in the MBA program can be a step forward that can include a range of research related activities such as research talks and collaboration with various external partners for commercial projects and grant applications.	The management is committed to fostering a strong research culture within the institution. From the Spring Semester 2025, faculty development workshops (as part of the Professional Learning Community sessions) focus on advanced research methodologies, grant writing, and publication strategies. In addition, during PLC sessions, workshops from the library personnel and IT department are delivered, about the accessibility and use of resources for research activities.	Choose level of compliance:

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
CUCN is a very well-organized college with high-quality teaching. This high quality also requires talented students who have the potential to develop strong	We accept the committee's recommendation, and we revised the entry requirements for the MBA programme to reflect this. In addition, to enhance students'	Choose level of compliance:

<p>capabilities at the MBA level. Currently, the language requirements of the college for the MBA programme are set at upper B1, which is compliant with the legal minimum for higher education in Cyprus. However, this legal minimum does not consider the requirements of higher-level management education and the needs of the industry.</p> <p>The level B1 in the CEFR is a level of language where students are not yet capable of understanding the main ideas of complex texts. The external stakeholders of CUCN clearly stated that they expect a high level of command of the English language from MBAs in their employment, regardless of the language of instruction of the programme.</p> <p>Considering the educational need for students to understand the ideas of complex texts, considering that the Cyprus economy depends 30% on tourism, and considering that with its strategic location and ports, Cyprus economy is developing into an international trade and logistics hub, and considering the high quality of the educational services of CUCN, we strongly recommend raising the entry requirements for the MBA programme to at least B2 for both the Greek and English versions of the MBA (IELTS 5.5). Even if the language of instruction of the MBA programme is Greek, MBA students should have the competence to read complex texts in English that are included in the bibliography lists of the courses. It would also better align the quality of the students with the quality of the CUCN programme.</p>	<p>readiness for the programme, from Fall Semester 2025 we have scheduled to offer an intensive course on academic writing and advanced communication skills prior to enrolment in the MBA programme. This course aims to strengthen students' proficiency in academic and professional contexts, ensuring they are better prepared to meet the rigorous demands of the programme.</p>	
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5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The most critical area of improvement at CUCN is what students are offered after graduation. Currently, there is no well-organized alumni network for CUCN graduates. However, the social capital from an MBA alumni network can be significant, particularly when the student body is highly international, such as is the case for CUCN. The external stakeholders of CUCN supported this observation. We therefore strongly recommend that CUCN organise and activate its alumni network and integrate it into its overall activities.	<p>The College recognizes the value of an active alumni network in enhancing learning resources and student support.</p> <p>In the Fall Semester 2024, we have drafted an alumni handbook, which was distributed to the EEC, and we are in the process of formally establishing an alumni network. We aim to have a fully operational network by the end of the Spring Semester 2026.</p>	Choose level of compliance:

6. Additional for doctoral programmes NOT APPLICABLE (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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7. Eligibility (Joint programme) NOT APPLICABLE (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
The strength of CUCN always has been its international orientation. However, an increased focus on recruiting local students may enhance the embeddedness of CUCN in local culture, institutions, and industry.	In an effort to attract a greater number of local students, the Admissions Office is constantly promoting the MBA programme to the local market.	Choose level of compliance:
Students at CUCN benefit from excellent resources and facilities. However, after graduation, there is no alumni network for the graduates at CUCN. The social capital from an alumni network can be significant for alumni and the college, particularly when the student body is highly diverse, as is the case at CUCN. This observation was supported by the external stakeholders of CUCN. We therefore strongly recommend to organise and activate the alumni network of CUCN and to integrate it in its overall activities.	See points: 1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9) 5. Learning resources and student support (ESG 1.6)	Choose level of compliance:
A high-quality college such as CUCN also needs talented students. Currently, the language requirements of the college for the MBA programme are set at upper B1, which is compliant with the legal minimum for higher education in Cyprus. However, this legal minimum does not consider the requirements of higher-level management education and the needs of the industry. The level B1 in the CEFR is a level of language where students are not yet capable of understanding the main ideas of complex texts. The external stakeholders of CUCN clearly stated that they expect a high level of demand of the English language from MBAs in their employment, regardless of the language	We accept the committee's recommendation, and we revised the entry requirements for the MBA programme to reflect this. In addition, to enhance students' readiness for the programme, from Fall Semester 2025 we have scheduled to offer an intensive course on academic writing and advanced communication skills prior to enrolment in the MBA programme. See point: 4. Student admission, progression, recognition and certification (ESG 1.4)	Choose level of compliance:

<p>of instruction of the programme. Managers, for example in the public sector, need to understand the many developments on EU directives that apply in Cyprus but they also can learn from how they are implemented in other countries of the EU. This institutional learning occurs in discussions and reports mainly published in English. Considering the educational need for students to understand the ideas of complex texts, considering that the Cyprus economy depends 30% on tourism, and considering that with its strategic location and ports, Cyprus is developing into an international trade and logistics hub, we strongly recommend raising the entry requirements for the CUCN MBA programme above the legal level to at least B2 (IELTS 5.5), which is consistent with CYQAA standards. This will strengthen the quality of the student experience and the academic reputation of CUCN.</p>		
<p>The committee believes that the CUCN MBA programme will bring high benefits for students, their coming employers, and other stakeholders. This could further be enhanced by building structural cross-sectional collaborations and partnerships (e.g., government-college/university-industry collaboration and partnerships), for example, around sustainable development goals as formulated by SDG 17 of the UN 2030 Agenda on sustainable development, of which Cyprus is also a signatory. Research shows that such cross-sector partnerships and collaborations can foster significant benefits for sustainable development that lead to the effective contribution to societal needs at minimal planetary resources while simultaneously a stronger competitive advantage for</p>	<p>We fully recognize the value of partnerships involving government, academic institutions, and industry, particularly in alignment with the United Nations Sustainable Development Goals (SDGs), including SDG 17 on partnerships for sustainable development.</p> <p>Our institution is part of the United Nations Academic Impact (UNAI), since 2020 and benefits from the broad network and multiple events that are regularly organized.</p> <p>Building on the innovative and integrated research approach already embedded within the MBA programme, we constantly explore opportunities to promote sustainable economic development.</p>	<p>Choose level of compliance:</p>

the industry and resources for universities and colleges. Notably, the innovative integrated research approach developed at CUCN in the MBA programme offers many opportunities that may benefit sustainable economic regional development and all stakeholders involved.		
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D. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Prof. Constantinos Charalambous	Provost	
Prof. John Violaris	Academic Programmes' Director	
Ms Charis Kyriacou	QA Coordinator	
Dr. Chrysostomi-Maria Kyrillou	Head of the Business Department	
Dr. Zanete Garanti	Head of Research Unit	
Click to enter Name	Click to enter Position	

Date: 12/05/2025

