

Doc. 300.1.2

Date: 08/07/2025

Higher Education Institution's Response

- **Higher Education Institution:**
UNIC Athens (Campus of the University of Nicosia)
- **Town:** Athens
- **Programme of study**
Name (Duration, ECTS, Cycle)

In Greek:

Διοίκηση Επιχειρήσεων (4 έτη/ 240 ECTS, πτυχίο, BBA)

In English:

Business Administration (4 years/ 240 ECTS, Bachelor, BBA)

- **Language(s) of instruction:** Greek/English
- **Programme's status:** Choose Status
- **Concentrations (if any):**

In Greek:

- Επιχειρηματικότητα και Καινοτομία
- Χρηματοοικονομική και Οικονομικά
- Διοίκηση και Ανθρώπινο Δυναμικό
- Μάρκετινγκ και Ψηφιακά Μέσα
- Διοίκηση Αθλητισμού και E-Sports

In English: Concentrations

- Entrepreneurship and Innovation
- Finance and Economics
- Management and Human Resources
- Marketing and Digital Media
- Sports Management and E-Sports



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.*

Introduction

We would like to express our sincere appreciation to the members of the External Evaluation Committee (EEC) for the collegial and professional manner in which they conducted the evaluation of the BBA in Business Administration during the meetings held on 23–24 June 2025 in Athens. The constructive dialogue and thoughtful feedback offered during the review process are highly valued by our academic team.

We are extremely pleased to note that **all 17 assessment areas were rated as Compliant—the highest designation within the CYQAA framework**. This outcome is both encouraging and affirming of the efforts invested in the design, delivery, and continuous improvement of the programme.

We are extremely pleased to note that the Committee acknowledged that *"the structure of the programme is well-defined,"* encompassing a clear combination of compulsory, specialization-specific, and elective courses. It also commended the *"publicly accessible and easily navigable information regarding the programme,"* which ensures that both prospective and current students can readily access relevant details. The Committee further highlighted that *"the programme adheres to the Department's established internal quality assurance processes,"* and that regular evaluations, incorporating student feedback, provide a robust mechanism for continuous improvement. Particular praise was given to the fact that *"institutional regulations and administrative procedures are systematically implemented to collect, monitor, and respond to data and feedback related to student academic progression and engagement."* The Committee also noted positively that *"the teaching is performed with a variety of delivery modes and methods,"* including student-centred approaches, and that *"the programme utilizes various technologies and online facilities,"* to enhance learning outcomes and promote employability. Finally, we were especially encouraged by the recognition that *"students are adequately informed about the full range of academic and support services available to them,"* and that these services are *"robust in design and effectively implemented in practice."*

We are grateful for the Committee's constructive recommendations for further improvement, which we are confident will contribute to the continued enhancement of the programme.

In the remainder of this response, we present the EEC's recommendations alongside our corresponding actions in the designated areas of the provided tables for each section of the report.

We trust that this structured reply will assist both the Committee and the Agency in following our ongoing quality-enhancement efforts and in confirming the programme's readiness for successful delivery at the UNIC Athens campus.

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><i>The content of the programme can be even better aligned with the learning objectives (LOs). First, 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. Second, the more practical LOs regarding skills, personal growth, and effective leadership could be more clearly addressed in the curriculum, as also demanded by both students and stakeholders.</i></p>	<p>Ensuring alignment between programme content and learning objectives is a key priority. A mapping table linking each programme learning objective to the courses that support its achievement is regularly produced and frequently updated to ensure coherence and curricular relevance.</p> <p>We thank the Committee for highlighting the importance of further developing learning outcomes related to creativity, critical thinking, personal growth, effective leadership, and soft skills. We fully agree with this observation and acknowledge that a thesis or research project is indeed a valuable means of cultivating these competencies. Although the Thesis course is currently optional, we would like to underscore that these learning outcomes are already integrated and actively nurtured across our curriculum through a variety of core and elective courses, as well as through class-based pedagogical approaches. At the same time, we are committed to further strengthening their presence in the programme.</p> <p>For example, critical thinking and creativity are embedded in several course assignments and semester-long projects. In <i>BADM-221 Business Ethics</i>, students explore the complexities of corporate social responsibility and are asked to approach ethical dilemmas creatively. In <i>BADM-234 Organizational Behavior</i>, students reflect critically on the future of work,</p>	<p>Choose level of compliance:</p>

	<p>work-life balance, and how work relates to broader life goals. In <i>BADM-475 Strategy and Business Policy</i> and <i>BADM-450 International Business</i>, students are required to conduct research and apply critical thinking to analyze business environments in both domestic and international contexts, ultimately designing strategies that respond creatively to current and emerging challenges. Similarly, in <i>MIS-465 Business and Management of Games</i>, students engage in a semester-long project where they conceptualize, design, and present an original game-based business product—an exercise that requires both analytical reasoning and innovative thinking. Furthermore, the programme includes a dedicated course on creativity (<i>ENTR-200 Creativity</i>), which provides students with tools and frameworks to systematically explore creative thinking in a business context.</p> <p>In addition to structured assignments, many courses incorporate in-class exercises and discussions based on complex, real-world case studies. These are intentionally designed to challenge students' analytical abilities, encourage open dialogue, and promote problem-solving through the integration of multiple viewpoints. Such activities significantly contribute to the development of research skills, creativity, and strategic thinking.</p> <p>With regard to personal growth, leadership, and soft skills, the programme includes targeted courses such as <i>MGT-355 Leadership in Organizations</i>, which develops leadership potential through both theory and</p>	
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	<p>practice. Courses like <i>HRM-483 Planning, Recruitment and Selection</i> and <i>HRM-484 Employee Development</i> are designed to enhance practical skills including job application preparation, presentation skills, employee training, coaching, career planning, and personal development. Moreover, throughout the programme, group-based projects and collaborative assignments encourage students to take on different roles, manage responsibilities, and work as part of a team. These experiences cultivate essential soft skills such as teamwork, communication, negotiation, leadership, and decision-making.</p> <p>To conclude, while these learning outcomes are already well-represented in the programme, we agree with the Committee that they warrant continued attention. We are committed to enhancing them further by encouraging instructors to place greater emphasis on them in their course delivery, revising course curricula where appropriate, and exploring structured approaches such as the <i>Passport to Soft Skills</i> model to support students' holistic development.</p>	
<p><i>Stakeholders give advice rather than participate in the design of programmes. Many of them have operate in Athens and have deep knowledge of the Greek context. There could be a more structured routine for the incorporation of stakeholder input, for example through and advisory board for the programme.</i></p>	<p>We value our collaboration with the business sector and recognize the need to deepen stakeholder involvement beyond advisory roles. To that end, we are formalizing a structured process for regular stakeholder consultation at both department and programme levels. This will include scheduled meetings, stakeholder representation on curriculum committees, and documented procedures for integrating their feedback into programme development and</p>	<p>Choose level of compliance:</p>

	review. The establishment of the international advisory board for the UNIC Athens programmes is a key step in this direction and will serve as a model for expanding stakeholder engagement.	
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2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<i>The involvement of students in research activities could be more systematic and a mandatory thesis in a larger format would further contribute to engaging students in such activities.</i>	<p>We thank the EEC for its very positive feedback and for acknowledging the use of interactive, student-centred teaching methods across our courses. We fully agree with the Committee's view that research should be an integral element of the student learning process—and indeed, it already is. Although <i>BADM-493 Thesis</i> is not a compulsory course, it is strongly recommended to students by their academic advisors. For those who do not opt to complete a thesis, research skills are nevertheless cultivated through a series of other courses that are integral to the academic path. All students are required to take <i>BADM-431 Research Methods in Business</i>, a compulsory course that provides a comprehensive overview of the research process. Specifically, this course enables students to:</p> <ol style="list-style-type: none"> 1. Explore different research paradigms, 2. Design and implement a research plan (from problem statement to results analysis), 3. Compare qualitative and quantitative research approaches, 4. Understand and apply basic statistical concepts in a business context, 5. Build research instruments relevant to business environments, 6. Interpret statistical results using SPSS (including Frequencies, t-tests, ANOVA, Cross-tabulations, and Correlation analysis). 	Choose level of compliance:

	Beyond this foundational course, research is embedded in a range of other courses—through market research projects, environmental analysis, data collection and evaluation, and research-based assignments. These opportunities ensure that students consistently engage with research activities and develop critical analytical skills throughout their studies.	
<i>To further support students' learning, feedback on summative assessment of learning should be more substantive and while there is good practice of formative feedback, this should be more explicitly communicated on the programmers' handbooks in a way that supports an effective learning environment, develop students' skills and supports continuous improvement.</i>	<p>We thank the EEC for its valuable comments and recommendations regarding student assessment feedback. We also appreciate the Committee's acknowledgment of the good practices already in place with respect to formative feedback, such as that provided through weekly reflective activities, quizzes, mid-term tests, group and individual assignments, and presentations. To enhance transparency, this practice will be explicitly communicated in both the Course Outlines and the Student Handbook.</p> <p>In this context, and within our commitment to a student-centered learning environment, we will prioritize the development of a more explicit feedback policy. Formal guidelines will be issued to faculty to ensure consistent and meaningful feedback is provided across both formative and summative assessments, thereby further supporting students' academic development.</p>	Choose level of compliance:
<i>The programme could further integrate training in multicultural and practical transferable skills. Both students and external stakeholders would appreciate more emphasis in this area and</i>	We very much welcome this EEC recommendation. We fully recognize that in today's interconnected world, equipping students with multicultural training and practical transferable skills is not merely beneficial but	Choose level of compliance:

<p><i>the EEC fully supports such changes.</i></p>	<p>essential for their future success. These areas are a priority both for the programme and the Department, and are already actively integrated into our offerings, with plans for further enhancement as outlined below.</p> <p>At the course level, several modules support the development of multicultural competencies and transferable skills. For example, MGT-372: Management of Innovation and Technology and the recently redesigned BADM-491: Special Topics in Business aim to enhance students' multicultural awareness. The former uses multicultural student teams for semester-long projects, while the latter allows students to earn academic credit by participating in university-organised training seminars on communication, time management, and presentation skills. There is also a new elective course called 'intercultural communication' that students can take to enhance their intercultural communication skills. The outline of this course is attached.</p> <p>Participation in Blended Intensive Programmes (BIPs) is also encouraged and formally recognized through BADM-491. Indeed, the promotion of BIPs in these fields is a priority for the School. For instance, from 30 June to 18 July, the School is offering a BIP on "Intercultural Management: Communicating Effectively in Multicultural Environments", which will involve 16 students and five faculty members from four European universities.</p> <p>Beyond the formal curriculum, multicultural training is also supported by activities offered</p>	
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	<p>during induction week, open to all students. A cultural training component, derived from the current BIP, will be added to further strengthen this provision. With regard to practical transferable skills—including financial literacy, quantitative analysis, communication, digital and technological proficiency, and ethical leadership—these are embedded across the curriculum and further reinforced by the newly proposed academic pathway:</p> <ul style="list-style-type: none"> • Financial literacy is developed through four required accounting and finance courses. • Quantitative analysis is covered in two core statistics courses and further supported by elective offerings such as Quantitative Methods. • In line with Industry 4.0 and EU recommendations for digital transition, digital skills are fostered through courses such as MIS-155: Introduction to Transformative Technologies and MIS-280: AI Applications, as well as other electives in Information Systems. • Ethical leadership is cultivated through BADM-221: Business Ethics and CSR, which provides a foundation in ethical decision-making, and MGT-355: Leadership in Organisations, a core course within the Management and Human Resource Management concentration. <p>The programme also offers students the opportunity to gain hands-on work</p>	
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	<p>experience through a practicum. The Task-based Internship, designed by the Department of Management, forms part of the academic pathway and awards ECTS credits. To support this, agreements have been established with various organizations in Cyprus and abroad through the ERASMUS+ programme, enabling students to apply theoretical knowledge in real business environments prior to graduation.</p>	
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3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<i>The EEC notes that there is an even split between full-time faculty and adjunct teaching staff. To ensure consistent student experience, we expect this to develop over the coming years in the direction of more full-time faculty.</i>	We would like to thank the EEC for this positive observation regarding the even split between full-time and adjunct faculty. To ensure consistent student experience, we expect this to develop over the coming years in the direction of more full-time faculty.	Choose level of compliance:
<i>There is currently no confirmed visiting faculty to complement the full time and adjunct faculty in the delivery of the programme. The EEC expects the newly established Athens branch of the department to work on this in the future.</i>	We thank the EEC for its very positive comments on the teaching faculty at the new campus in Athens. We also welcome the EEC's recommendation to have visiting faculty to complement the full-time and adjunct faculty in the delivery of the program. This is an area that the Department is working on and aims to have visiting faculty at the Athens campus. The Department recognizes the value of incorporating visiting faculty to enhance the programme's academic and practical dimensions. Efforts are underway to establish formal collaborations with renowned academics and industry professionals to serve as visiting faculty. These engagements will bring diverse expertise, enrich the learning experience, and strengthen the academic profile of the Athens branch.	Choose level of compliance:
<i>Faculty are encouraged to incorporate their research into their teaching activities, but it is up to individual faculty if and how to do this. Hence, the outcome is not ensured and there is a need for following a more systematic approach for research-informed teaching, such as research-led, research-oriented, research-</i>	We welcome the EEC's recommendation for a more systematic and formal approach toward research-informed teaching and agree that faculty members should more explicitly incorporate their research into their teaching activities. Although this is already practiced informally, a more structured and	Choose level of compliance:

<p><i>tutored, and research-based learning.</i></p>	<p>consistent approach will be adopted across the programme. Specifically, faculty members will be required to include peer-reviewed academic journal articles, book chapters, case studies, and conference papers they have authored or co-authored in the required or recommended readings listed in their course syllabi. In addition, they will be encouraged to actively use these publications in the classroom—whether through in-class discussions, group assignments, or formative assessments—thereby enriching the student learning experience with current, relevant academic research.</p>	
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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
<i>The EEC is satisfied with the current status.</i>	We are very pleased with the EEC's assessment of the programme in terms of student admission, progression, recognition and certification since it has found it to be fully compliant with these criteria.	Choose level of compliance:

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
<p><i>The EEC encourages the department to consider moving to a more capable electronic learning portal such as Blackboard Ultra, due to more enhanced capabilities and support for inclusive learning. Also, the access to databases could be further expanded (e.g. with Orbis, Bloomberg, Sustainalytics, and other commonly used data sources).</i></p>	<p>We are pleased to inform the EEC that Blackboard has already been adopted as the learning management system for all programmes, and UNIC Athens will begin its activities fully utilizing Blackboard from the start of operations. This platform will enable enhanced capabilities, including improved support for inclusive and interactive learning</p> <p>In relation to access to databases, we would like to note that the Business School has access and licenses to the LSEG database (formerly known as Refinitiv) which is used extensively by all faculty for their research, teaching and implementation in the course material and assessments. In addition, the LSEG is used by all students for assignments, case studies, presentations and research-based projects. However, we are evaluating the feasibility of expanding access to additional resources, including Orbis and Sustainalytics, to better support both teaching and research activities</p>	<p>Choose level of compliance:</p>

6. Additional for doctoral programmes (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) (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
<p>Alignment Between Curriculum Content and Programme Learning Objectives (PLOs)</p> <p><i>The programme's curriculum would benefit from a more precise alignment with its stated learning objectives. In particular, the development of creativity and critical thinking skills—essential academic competencies—could be more effectively supported through a mandatory, more substantial thesis or research project. Currently, research projects are optional in the programmes, which may be insufficient for fostering these higher-order skills. Expanding and making this component compulsory would contribute significantly to academic depth and student engagement in research.</i></p>	<p>The Department fully agrees with the Committee's recommendation to strengthen the alignment between curriculum content and programme learning objectives—particularly in the areas of creativity, critical thinking.</p> <p>Although the BADM-493 Thesis course is currently optional, the above learning outcomes are already well integrated into the programme through both core and elective courses, as well as through interactive, class-based pedagogical approaches. Courses like BADM-221 Business Ethics, BADM-234 Organizational Behavior, BADM-475 Strategy and Business Policy, and BADM-450 International Business encourage students to engage in research, analyze complex environments, and develop innovative solutions. In MIS-465 Business and Management of Games, students complete a semester-long project that fosters both critical analysis and creative design, while ENTR-200 Creativity provides a dedicated space for structured exploration of creative thinking. Moreover, real-world case studies and in-class discussions further enhance problem-solving, strategic thinking, and research skills by exposing students to diverse perspectives and complex challenges.</p>	<p>Choose level of compliance:</p>
<p>Practical and Personal Development Learning Objectives</p> <p><i>Learning objectives related to practical competencies, personal growth, and leadership development</i></p>	<p>The programme actively fosters personal growth, leadership, and soft skills through targeted courses such as MGT-355 Leadership in Organizations and HRM-483/484, which develop competencies in areas like job</p>	<p>Choose level of compliance:</p>

<p><i>require more explicit integration within the curriculum. Feedback from both students and external stakeholders highlights the need for clearer articulation and delivery of these outcomes, which are crucial for graduates' preparedness in the professional environment.</i></p>	<p>application processes, coaching, and career planning. Group projects and collaborative assignments further cultivate teamwork, communication, negotiation, and decision-making. The program remains committed to strengthening these outcomes by encouraging faculty to emphasize them in teaching, revising curricula where needed, and exploring structured tools like the Passport to Soft Skills to support students' overall development.</p>	
<p>Systematic Student Involvement in Research <i>Student participation in research activities remains largely optional and informal. Introducing a structured and compulsory research component would enhance research literacy and foster a culture of scholarly inquiry. A larger-scale thesis or capstone project would serve as a valuable vehicle for achieving this objective.</i></p>	<p>The thesis option is offered in order to best meet the needs of students, who can choose a thesis or specific specialised courses. This approach is in line with our national educational system, the European and the CyQAA requirements regarding Thesis. Despite this, we would like to note that although the BADM-493 Thesis course is optional, it is strongly recommended, and that research skills are systematically developed across the curriculum. All students complete BADM-431 Research Methods in Business, a compulsory course that offers a comprehensive foundation in research design, methodology, and statistical analysis using tools like SPSS. Additionally, various other courses integrate research components such as market analysis, data collection, and evaluation, ensuring that students engage with research throughout their studies and build strong analytical competencies.</p>	<p>Choose level of compliance:</p>
<p>Assessment Feedback and Learning Support <i>While formative assessment practices are in place and appear to be effective, their presence and function should be more explicitly documented in programme materials, such as handbooks. Summative</i></p>	<p>We fully endorse this recommendation and will ensure that the role of formative assessment is more clearly documented in the Student Handbook and Course Outlines. Additionally, faculty will receive formal guidelines to provide more detailed and substantive</p>	<p>Choose level of compliance:</p>

<p><i>assessment feedback should be made more substantive and detailed, enabling students to better understand their performance and areas for improvement. This would contribute to a more supportive and developmental learning environment.</i></p>	<p>feedback on summative assessments. These actions aim to further support student learning and enhance the programme's developmental approach.</p>	
<p>Transferable and Multicultural Skills Training <i>The curriculum could be further strengthened by incorporating training in multicultural competencies and practical transferable skills. Both internal and external stakeholders have expressed a desire for more emphasis in these areas. The EEC strongly supports curricular enhancement in this regard, particularly in view of the increasingly globalized nature of the workforce.</i></p>	<p>The programme places strong emphasis on equipping students with multicultural competencies and practical transferable skills, recognizing their essential role in preparing graduates for success in today's globalized world. These elements are already integrated across the curriculum and are continuously being enhanced. Courses such as MGT-372 and BADM-491 foster multicultural awareness through diverse team projects and participation in training seminars on communication and time management. Blended Intensive Programmes (BIPs) are also promoted and credited academically, with a recent example being a BIP on intercultural management involving multiple European institutions. Additionally, multicultural training is further supported through activities during induction week, with plans to enrich this provision using elements from ongoing BIPs.</p> <p>Practical skills such as financial literacy, quantitative analysis, communication, digital proficiency, and ethical leadership are embedded throughout the curriculum. Required finance and statistics courses address financial and analytical skills, while digital literacy is developed through offerings like MIS-155 and MIS-280. Ethical and leadership competencies are fostered in courses like BADM-221 and</p>	<p>Choose level of compliance:</p>

	MGT-355. Furthermore, the programme includes a credit-bearing Task-based Internship, supported by ERASMUS+ partnerships, enabling students to apply classroom learning in real-world settings and develop job-ready competencies.	
Faculty Composition and Development <i>At present, the academic staff consists of an even distribution between full-time faculty members and adjunct instructors. For the purpose of ensuring pedagogical consistency and long-term institutional development, the EEC recommends a gradual shift toward a higher proportion of full-time academic staff.</i>	We confirm that, as the programme grows, the number of full-time faculty will be increased.	
Visiting Faculty Engagement <i>Currently, there are no confirmed visiting faculty appointments. The EEC encourages the department to pursue strategic recruitment of visiting academics who can bring diverse expertise and contribute to the delivery of a dynamic and internationalized curriculum.</i>	Hiring high calibre visiting faculty for the BBA programme is a strategic priority for the Department it belongs to and the School of Business. Hirings will be made when the programme is in operation.	
Research-Informed Teaching Practices <i>Although faculty are encouraged to incorporate their research into teaching, the current approach is informal and left to individual discretion. To ensure consistency and quality, the department is advised to adopt a more systematic approach to research-informed teaching. This could include structured models such as research-led, research-oriented, research-tutored, and research-based learning, thereby fostering a more intellectually enriched educational experience.</i>	We appreciate this thoughtful suggestion by the EEC. The programme will adopt a more systematic and formal approach to research-informed teaching. Faculty members will be required to include their own peer-reviewed publications in course syllabi under required or recommended readings and will be encouraged to integrate these materials into classroom activities, assignments, and assessments. This structured practice will ensure that students are consistently exposed to current academic research throughout their studies.	
Technological Infrastructure and Resource Access <i>The department is encouraged to transition to a more advanced</i>	We are pleased to inform the EEC that Blackboard has already been adopted as the learning management system for all	

<p><i>and inclusive learning management system (LMS). This would significantly benefit both teaching and research activities across the programme.</i></p>	<p>programmes, and UNIC Athens will begin its activities fully utilizing Blackboard from the start of operations.</p>	
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C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Prof Angeliki Kokkinaki	Dean, School of Business	
Prof Despo Ktoridou	Head, Department of Management	
Epaminondas Epaminonda	BBA Programme Coordinator	

Date: 08/07/2025

Course Code	Course Title	ECTS Credits
	Intercultural Communication	6
Prerequisites	Department	Semester
-		Fall/Spring
Type of Course	Field	Language of Instruction
Elective		English
Level of Course	Lecturer(s)	Year of Study
Undergraduate	Prof. Panayiotis Angelides & Dr. Christina Hajisoteriou	
Mode of Delivery	Work Placement	Corequisites
Conventional/Online	-	-

Course Objectives:

The main objectives of the course are for students to:

- delve into the concepts of culture, cultural diversity, and cultural identity and understand their influence on perception, communication, and interaction.
- understand the elements of intercultural communication competence.
- recognise the need for effective intercultural communication through the use of different approaches.
- understand the ways verbal and non-verbal communication codes impact intercultural interaction.
- critically approach the use of the English language as a lingua franca.
- get an in-depth insight in the processes of cultural acculturation and cultural adaptation.
- examine the causes and consequences of intercultural conflict and the strategies and practices of intercultural conflict resolution and intercultural mediation.

Learning Outcomes:

Upon completion of the course students will be able to:

- critically analyse the ways culture impacts nonverbal communication and the ways nonverbal communication impacts intercultural communication.
- reflect on their personal stereotypes and prejudices, and the ways these affect their communication in culturally-diverse settings.
- assess their personal communication styles to improve their intercultural communication competence.
- critically analyse the impact of the use of the English language as a lingua franca on intercultural communication.
- identify examples of the processes of cultural acculturation and cultural adaptation.
- explain the causes and consequences of intercultural conflict and misunderstandings, and adopt strategies of intercultural conflict resolution and intercultural mediation to overcome such challenges.
- practise cultural-responsiveness in culturally-diverse environments.

Course Content:

- The need for intercultural communication in our globalised world: benefits and prospects.
- The cultural context: The meanings of culture, cultural diversity, and cultural identity.
- The effects of cultural diversity on interpersonal interaction and communication through the lens of the Trompenaars' Cultural Dimensions Model (universalism Vs particularism; individualism Vs communitarianism; specific Vs diffuse; affective Vs neutral; achievement Vs ascription; sequential Vs synchronic time; inner Vs outer directed).
- The components of intercultural communication competence: Attitudes; knowledge and comprehension; skills; desired internal outcome; desired external outcome.
- The ethics of intercultural communication: the utilitarian approach; the rights approach; the social justice approach; the common good approach; the virtues approach.
- Verbal and non-verbal communication codes and cultural variability.
- The use of the English language as a lingua franca: implications and considerations for intercultural communication.
- The culture shock and the processes of acculturation and cultural adaptation.
- Barriers to intercultural communication: ethnocentrism, stereotypes, prejudices, and discrimination.
- Intercultural conflict: intercultural misunderstandings and conflict communication styles.
- Intercultural conflict resolution and intercultural mediation.
- Practising cultural-responsiveness in culturally-diverse settings.

Learning Activities and Teaching Methods:

Lectures and presentations, discussions, case study analysis, interactive group activities, study of textbook and support materials, individual assignments.

Assessment Methods:

Individual work, essay, group activities, final examination, participation in weekly activities, ongoing evaluation.

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
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Intercultural Communication: A Contextual Approach (Eighth Edition)	Neuliep, J. W.	SAGE	2021	9781544348704
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Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Cultural Sensitivity Training: Developing the Basis for Effective Intercultural Communication	Kowalski, S.	econcise Publishing	2023	9783903386136
The Routledge Handbook of Language and Intercultural Communication (Second Edition)	Jackson, J.	Routledge	2020	9781003036210
Understanding Intercultural Communication: Negotiating a Grammar of Culture (Second Edition)	Holliday, A.	Routledge	2018	9780815352389

Conflict Management and Intercultural Communication: The Art of Intercultural Harmony (Second Edition)	Dai, X. & Chen, G. M.	Routledge	2023	9781032181219
Introducing Intercultural Communication: Global Cultures and Contexts (Second Edition)	Liu, S., Volcic, Z., & Gallois C.	SAGE	2015	9781446285909