

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)**

BBA Marketing Management (4 Years, 240 ECTS, First Cycle/Bachelor)

In Greek:

Διοίκηση Μάρκετινγκ (4 Ακαδημαϊκά Έτη, 240 ECTS, Πτυχίο

In English:

Marketing Management (4 academic years, 240 ECTS, BBA)

- **Language(s) of instruction: English & Greek**

- **Programme's status: New**

- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



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 deep gratitude to the External Evaluation Committee (EEC) for its professional and diligent approach in which they conducted the evaluation of the BBA Marketing Management programme at UNIC Athens during the meetings held on 23–24 June 2025.

The EEC has assessed the programme's policy for quality assurance, design, approval, monitoring and review, the availability of public information as well as the information management approach and has observed that the programme **is compliant in all 17 assessment areas that were assessed.**

The EEC highlighted several *strengths* such as: (a) the involvement of external stakeholders in providing feedback regarding the practical components of the programme ensuring that it remains relevant to current industry needs and expectations; (b) the performance of the programme is regularly scrutinized through the Academic Programme Evaluation Process and the Internal Programme Evaluations, (c) institutional regulations and administrative procedures ensure that student outcomes are consistently tracked and necessary adjustments are made based on informed decision-making, and (d) guest lectures and seminars that provide students with valuable exposure to real-world experiences and professional insights that complement their academic studies and enhance the students' practical understanding of the subject matter, fostering a deeper engagement with their studies.

We are very pleased to note that the Committee acknowledged that *"the structure of the programme is well-defined,"* and supported by "publicly accessible and easily navigable information" that enhances transparency and supports student engagement. The report highlights the implementation of "robust" internal quality assurance mechanisms, which incorporate stakeholder and student feedback for continuous improvement. We also value the recognition of the programme's alignment with institutional strategy and of the role external stakeholders play in "ensuring that the curriculum remains relevant to current industry needs and expectations."

The Committee also noted the use of diverse pedagogical methods that support an "inclusive learning environment" and "positive employability outcomes." These comments affirm our student-centred approach to teaching, learning, and assessment.

We are particularly pleased with the reference to the incoming Athens faculty as having "strong research profiles that are relevant to the programme curriculum" and experience in integrating research with teaching. The Committee further recognised the "rigorous regulations" governing student admission and progression, and the "well-developed and integrated" support systems that ensure students are assisted throughout their academic journey.

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>The content of the programme can be even better aligned with the learning objectives (LOs).</p> <p>First Point: 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.</p>	<p>We would like to thank the Committee for highlighting the importance of the alignment between learning objectives and the content of the programme. In relation to this, we would like to point out the emphasis given to the process of Assurance of Learning (AOL) and in particular the mapping of all Marketing Courses against the BBA Marketing Management programme's Learning Goals/Competencies. This process is ongoing and updated constantly to ensure alignment between LOs and the content of the programme.</p> <p>First Point – LOs of Creativity & Critical Thinking</p> <p>Although the Final Year Thesis in Marketing (MKTG-MKTG-497) is an elective course, the <i>LOs of Creativity and Critical Thinking</i> are cultivated through several other Marketing Courses that are an integral part of the curriculum. Indicatively, the following courses exemplify how the specific skills of creativity and critical thinking are achieved:</p> <p><i>Strategic Marketing (MKTG-493)</i> <i>Consumer Behavior (MKTG-496)</i> <i>Marketing of Services (MKTG-380)</i> <i>Marketing (MKTG-292)</i> <i>MKTG-415 Neuromarketing</i></p>	<p>Choose level of compliance:</p>

	<p><i>MKTG-400 Brand Management</i> <i>MKTG-405 Media Planning</i></p> <p><u>Course Assignment / Project</u></p> <p>The course project which is an integral part of the assessment of these courses is delivered individually or in groups, depending on class size and student particularities. In either case, the project is designed to go beyond strict gaining of knowledge to develop and test the creativity, problem solving and critical thinking competencies as well as research skills and decision making through data collection and analysis.</p> <p>Specifically, the project is designed around real-life scenarios, with organisations/products with specific marketing aims, contexts and parameters. Within these, students are called upon to develop and justify various marketing processes; tasks that have no defined solution and which require students' subjective but critical thinking, logic, research, analysis, evaluation and decision making.</p> <p>In this context, students need to show their creativity through the development of products and processes, strategies and actions that do not simply fit their marketing context, but which portray the necessary differentiating and competitively advantageous elements to succeed. Creativity is also</p>	
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	<p>required in the actual communication of their ideas, both within the submitted assignment report as well as in the physical/oral presentation.</p> <p>In addition, in all the Marketing Courses, there is emphasis on the use of <u>In-class Exercises & Discussions</u></p> <p>In a similar, less formalized, but more challenging manner, in-class exercises and discussions present students with specific challenges and case studies that are complex, and which significantly seek creativity, problem solving competencies, critical thinking, research skills and decision-making abilities. These exercises are designed to do exactly that, inviting out-of-the-box thinking, multi-dimensional perceptions, and alternative solutions.</p>	
<p><u>Second, the more practical LOs regarding skills, personal growth, and effective leadership</u> could be more clearly addressed in the curriculum, as also demanded by both students and stakeholders.</p>	<p>We thank the Evaluation Committee for highlighting the importance of more practical LOs regarding skills, personal growth and leadership.</p> <p>The AOL process aims at assessing the effectiveness of the students' learning and the cultivation of specific skills and competencies such as leadership and personal growth.</p> <p>These skills & competencies are embedded in the programme's Learning Goals/Competencies. They are achieved through several Marketing Courses with the following being indicative, MKTG-292 (Marketing Management), MKTG-493</p>	<p>Choose level of compliance:</p>

	<p>(Strategic Marketing) , MKTG-415 (Neuromarketing), MKTG-400 (Brand Management), MKTG-405 Media Planning), MKTG-390 (Digital Marketing); MKTG-301 Social Media Marketing; MKTG-381 (Services Marketing) and MKTG-397 Integrated Marketing Communications.</p> <p>These courses use diverse teaching & learning methods that contribute to cultivating these specific skills:</p> <p><i>Course Assignments & Projects:</i> These frequently involve case study analysis and real-world problem scenarios. Students are asked to collaborate in groups that are culturally diverse, assign roles to team members, collaborate to execute the tasks assigned to them and present their work. The process cultivates skills such as teamwork, cooperation, leadership, presentation, negotiation, and others. Overall, this approach strengthens the students' problem-solving, analytical thinking, and strategic decision-making skills.</p> <p><i>In-class group work/workshops:</i> Students collaborate to analyze real life problem based scenarios of organizations and products, propose marketing action mechanisms and strategies, and present their work whilst taking various roles on rotation e.g. leader, presenter, etc.</p>	
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	<p><i>Research-Based Activities:</i> Some course assignments require students to conduct independent research, utilize academic sources, and present findings, thus, helping to build research, critical thinking, leadership and presentation skills.</p> <p><i>Class Discussions & Debates:</i> These activities stimulate creative thinking, problem solving, reflection and analysis and expose students to multiple perspectives.</p>	
<p>Third Point: Stakeholders give advice rather than participate in the design of programmes. Many of them have operated 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.</p>	<p>We value our collaboration with the business sector and professional marketing associations and recognize the need to strengthen and formalize 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 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.</p>	<p>Choose level of compliance:</p>
<p>Click or tap here to enter text.</p>	<p>We would like to inform the evaluation committee that the following two MIS courses that</p>	<p>Choose level of compliance:</p>

	<p>are Elective Courses and are part of Section E: “Computer/MIS courses” of the academic path have changes in their name and course code. In particular:</p> <p>MIS-151 Business Software Applications has become MIS-155 Introduction to Transformative Technologies</p> <p>MIS-215 Project Management has become MIS-315 Project Management</p> <p>The course scope and content remain the same in both courses.</p>	
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2. Student – centred learning, teaching and assessment (ESG 1.3)

We would like to thank the EEC for highlighting the programme's strengths in relation to student centered learning, teaching and assessment.

In particular, the EEC has pinpointed to the BBA Marketing Management programme's emphasis on:

- (a) using a variety of delivery modes and methods to facilitate the achievement of LOs;
- (b) encouraging students to take an active role in the learning process through techniques such as class flipping to enable students to actively engage in the learning process;
- (c) Our university is implementing Blackboard as the learning management system (LMS) for delivering our online courses; SPSS Software facilitating the statistical analysis of both our Faculty and students; Google Analytics implemented in courses MKTG-396 Marketing and Data Analytics;
- (d) Aligned with the Fourth Industrial Revolution (Industry 4.0) and European Union recommendations for digital transition and skills, the Department enhances education and training quality through the integration to all BBA programmes the NEW courses MIS-155 Introduction to Transformative Technologies, MIS-280 AI Applications and COMP-101 Digital Literacy.
- (e) offering students exceptions from the UK Chartered Institute of Marketing and thus in addition to gaining their academic degree, it fast-tracks students' ability to obtain professional qualifications after graduation.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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.	<p>We thank the EEC for its very positive feedback and acknowledgement of the use of interactive student-centred methods applied in the courses. We agree that research should be an integral element in the student learning process and in fact it is.</p> <p>Even though MKTG-497 Final Year Thesis in Marketing is not mandatory, it is strongly recommended to students by the academic advisors, the programme's coordinator and marketing faculty, all students cultivate their research skills through several other courses that are an integral part of the academic path.</p> <p>For example, all students must take the <u>MKTG-396 Marketing Research and Data Analytics course</u> which provides a detailed</p>	Choose level of compliance:

	<p>analysis of the marketing research process (explains research design and its major types; provides knowledge on both qualitative and quantitative research methods used in marketing research; discusses the types of measures used in marketing research and the steps involved with the design of a questionnaire; compares the basic concepts involved with samples and sampling; discusses the different types of statistical analyses used in marketing research; explains the interpretation of SPSS results (t-test, ANOVA, Correlation) and discusses the different types and uses of digital marketing and the interpretation of results from digital marketing analytics.</p> <p>Additionally, the <u>BADM-431 Research Methods in Business</u> is a compulsory business course that aims at enabling students to appreciate the value of business research towards improving organizational performance in the business environment. Specifically, the course aims at (1) enabling students to explore the various research paradigms; (2) implement the steps of a research plan in the context of a research project (from the problem statement through the analysis of the results); (3) compare qualitative and quantitative research approaches; (4) explore basic statistical terms and their use in business; (5) build research instruments for use in a business environment; (6) interpret SPSS</p>	
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	<p>results (Frequencies, t-test, ANOVA, Cross tabulation, Correlation).</p> <p>In addition to the two Compulsory Research Courses highlighted previously, students gain strong research and analytical skills and competencies through ALL other Marketing courses which incorporate strong elements of research-based assessments such as course assignments, case-study analysis, problem-based scenarios and others.</p> <p>Some examples are: MKTG-493 (Strategic Marketing); MKTG-400 (Brand Management); MKTG-415 (Neuromarketing); MKTG-381 (Services Marketing), MKTG-390 (Digital Marketing), MKTG-301 Social Media Marketing and MKTG-388 (Small Firms & B2B).</p> <p>These courses contribute towards:</p> <p><u>Research Skills Development - Progressive Skill Building through course assignments, individual and group projects, and case study analysis:</u></p> <ul style="list-style-type: none"> • Literature review assignments that develop research methodology skills; • Data collection and analysis projects that build quantitative and qualitative research competencies; • Research proposal development that demonstrates advanced 	
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	<p>research planning abilities.</p> <ul style="list-style-type: none"> • Research-based course assignments that integrate multiple skill sets; • Capstone projects that synthesize research, creativity, and problem-solving skills; • Peer collaboration in research projects develops both individual and collaborative research capabilities. 	
<p>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 programmes handbooks in a way that supports an effective learning environment, develop students' skills and supports continuous improvement.</p>	<p>We thank the EEC for its valuable comments and recommendations on students' assessment feedback. We also appreciate the committee's acknowledgement of good practice of formative assessment feedback. Detailed feedback on formative student assessments such as: weekly reflective/interactive homework activities, quizzes, mid-terms tests, individual and group course assignments and projects, presentations, etc.) is provided and this will be explicitly stated in the (a) Course Outlines and (b) Student Handbook.</p> <p>In addition, we welcome the recommendation of giving more substantive feedback to students regarding their summative assessments e.g. final examinations.</p> <p>Thus, a more explicit student feedback practice/policy</p>	<p>Choose level of compliance:</p>

	<p>regarding summative student assessment is prioritized in the context of the student-centered learning environment, which is currently nourished.</p> <p>Formal guidelines will be communicated to faculty members to provide more detailed feedback on their summative assessments to complement the current practice of giving detailed feedback on formative assessments to further strengthen the students' learning.</p>	
<p>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 the EEC fully supports such changes.</p>	<p>The University itself is a microcosm hosting students from several countries. The programme itself is multicultural in nature attracting students from Europe, Canada, Asia, and the Middle East. In addition, the BBA Marketing Management programme attracts students from the USA and Europe through the Global Semesters and Erasmus Student Mobility programmes.</p> <p>Multiculturalism is at the heart of the teaching & learning environment of the university since the classes attract a diverse student audience from many different ethnic and cultural environments.</p> <p>The majority of <u>Marketing & Business courses require students to work in culturally diverse teams</u> for the formative assessments required e.g. group projects and presentations, or case study analysis, in-class work, and workshops.</p>	<p>Choose level of compliance:</p>

	<p><i>BADM-491, BADM-491 A & BADM-491B Special Topics in Business</i> aim at enhancing the students' multicultural awareness. These programmes are designed to be intensive, meaning they are completed within a relatively short timeframe, typically involving 5 to 30 days of physical mobility allowing students to earn a minimum of 3 ECTS credits, recognizing the learning achieved through the programme.</p> <p>Emphasis is placed within the School on BIPs that foster intercultural communication, collaboration and teamwork. For example, the School is currently offering a BIP on <i>Intercultural Management: Communicating Effectively in Multicultural Environments</i>, and currently there are 16 students from three European universities enrolled on the programme.</p> <p>There is also a new elective course called 'Intercultural Communication' that students can take. Syllabi attached.</p> <p>Beyond the curriculum, multicultural competencies will also be developed through a newly designed cultural training programme. This initiative, offered at the beginning of each academic year, will focus on building cultural awareness and providing students with tools to manage cultural differences effectively.</p>	
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	<p>In relation to integrating in the programme <u>practical transferable skills</u>, we would like to emphasize that this is a priority and is integrated in the programme's Learning Goals & Competencies.</p> <p>In particular, students are required to take the MKTG-499 Marketing Internship course, which is compulsory. The MKTG-499 course requires the students to apply their marketing knowledge, skills & competencies in a real organizational environment such as financial services firms, forex and fintech companies, marketing research agencies, advertising agencies, digital marketing consultancies, retail companies, etc. The students gain valuable experience since this course enables them to transfer their skills in a real organizational setting. Through self-reflection & analysis they are able to assess how their learning is applied in practice to deal problems and face challenges. The School of Business has formed partnerships with several businesses and organisations in Cyprus and Greece to enable students to be exposed to different organizational environments and industries.</p> <p>In addition, all Marketing Courses have a strong element of practical transferable skills for example: MKTG-301 Social Media Marketing enables students to design and develop social media strategies for</p>	
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	<p>diverse audiences, brands and organisations; MKTG-396 Marketing Research & Data Analytics enables students to carry out market research by using different methods and tools and analyze data by using different methods such as data analytics tools; MKTG-397 Integrated Marketing Communications helps student to integrate traditional and new media and marketing communication tools to target diverse audiences.</p>	
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3. Teaching staff (ESG 1.5)

The EEC has assessed the programme in terms of teaching staff recruitment, development, number and status, as well as synergies of teaching and research. We have observed that the programme is compliant with these criteria.

We are extremely pleased to know that the EEC acknowledges that incoming Athens faculty have strong research profiles that are relevant to the programme curriculum, as well as experience in integration of research and teaching.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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.	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:
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 to work on this in the future.	We welcome the EEC's recommendation to have visiting faculty to complement the full-time and adjunct faculty in the delivery of the programme. This is an area that the School is working on and aims to have visiting faculty at the Athens campus. The School 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:
Faculty are encouraged to incorporate their research into	We welcome the EEC's recommendation for a more	Choose level of compliance:

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

systematic and formal approach towards research-informed teaching and ensure that faculty members incorporate their research into their teaching activities.

This is currently informally pursued by all the faculty teaching marketing courses. However, a more formalized approach will be adopted requiring faculty to incorporate in the recommended or required bibliography/readings of the courses that they teach, peer reviewed academic journal papers, book chapters, case studies and conference papers that they have authored or co-authored. At the same time, they will be encouraged to use their publications in the classroom in the context of group work, or will be part of the students' formative assessment.

Furthermore, students who take the Final Year Thesis in Marketing (MKTG-497) are strongly encouraged and supervised to publish their thesis in the form of a conference paper, a journal paper or a book chapter. This practice strengthens further the student's research and analytical skills, cultivates further critical thinking and reflection and cultivates student autonomous learning.

The BBA Marketing programme focuses on pursuing a strong research orientation among students and a research-informed learning environment.



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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
The EEC is satisfied with the current status.	We are very pleased with the EEC's assessment of the programme in terms of student admission, progression, and recognition 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)

We are very pleased with the EEC's assessment of the programme's learning resources and student support. The EEC acknowledges that the university supports student access and inclusion, and that the institutional regulations and administrative procedures are established to systematically collect, monitor, and respond to data feedback related to student academic progression and engagement. Furthermore, the EEC acknowledges that the programme also implements structured processes and routines for gathering and responding to regular feedback from students and other stakeholders, which are critical to the programme's ongoing evaluation and enhancement of the programme's delivery and educational quality.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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 and interactive discussion boards.	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.	Choose level of compliance:
Also, the access to databases could be further expanded (e.g. with Orbis, Bloomberg, Sustainalytics, Boardex, and financial news databases and other commonly used data sources).	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.	Choose level of compliance:

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>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</p>	<p>Alignment between curriculum content and programme learning objectives (PLOs):</p> <p>The emphasis placed on the Assessment of Learning ensures that the programme's curriculum content and the PLOs are closely aligned. We will continue to place emphasis on the mapping of the courses against the programme's learning goals & competencies.</p> <p>Continued emphasis will also be given to the development of competencies and skills such as creativity, critical thinking, problem-solving and research based skills through the use of diverse teaching and learning activities such as course assignments, group projects and presentations, and case study analysis to foster an environment which is conducive to building these skills and competencies.</p> <p>Careful monitoring will ensure that all marketing courses encompass research based activities that will be part of the students' formative assessment. Currently, the majority if not all marketing courses incorporate a course assignment/project delivered individually or in groups, depending on class size and student particularities. In either case, the project is designed to develop and test the creativity, problem solving</p>	<p>Choose level of compliance:</p>

	<p>competencies, research skills and decision making through data collection and analysis, reflection, and the development of marketing strategies.</p> <p>Even though the Final Year Thesis (MKTG-497) is currently optional, to ensure that all students gain strong research skills and competencies all marketing courses are designed to have a strong research element. This is achieved through research-based course assignments/projects that synthesize research, creativity, and problem-solving skills and promote peer collaboration. Students also engage in research activities through case study analysis, capstone projects, problem based scenarios, academic reviews and other research related activities.</p>	
<p>Practical and Personal Development Learning Objectives</p> <p>Learning objectives related to practical competencies, personal growth, and leadership development 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.</p>	<p>Practical & Personal Development Learning Objectives:</p> <p>MKTG-499 Marketing Internship is designed to cultivate the students' practical and personal development skills and competencies. Since the course is compulsory and is credit based, it ensures that all the programme's students are exposed to real life organizational environments, faced with real work related challenges and required to apply their marketing knowledge and skills to manage the marketing-related tasks assigned to them. The course is designed to ensure that the feedback from the host organization and the student's</p>	<p>Choose level of compliance:</p>

	own reflective evaluation report are an integral part of the student's performance and course grade.	
Systematic Student Involvement in Research 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.	Systematic Student Involvement in research: Although the final-year thesis in Marketing is not mandatory, it is strongly recommended by academic advisors, the programme coordinator, and faculty. The thesis option is offered in order to best meet the needs of students. Our programme is in line with our national educational system, the European and the CyQAA requirements regarding Thesis. It is also in line with the rules and regulations of the University of Nicosia and a practice followed by some of the universities in Cyprus which do offer undergraduate degrees with the Thesis as optional. Regardless of thesis selection, all students systematically develop research competencies through required courses and research-focused activities embedded across the curriculum. A dedicated course on marketing research and analytics equips students with knowledge of research design, both qualitative and quantitative methods, statistical analysis, and digital marketing analytics. This is further supported by a compulsory business research methods course that introduces students to research paradigms, instrument design, and data	Choose level of compliance:

	analysis using SPSS. Beyond these, all marketing courses contribute to research skill development through assignments, case analyses, and problem-based learning. These include activities such as literature reviews, data-driven projects, and research proposals, often involving group collaboration. The result is a structured and progressive development of individual and team-based research capabilities throughout the programme.	
Assessment Feedback and Learning Support 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 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.	Assessment Feedback & Learning Support: The Student Handbook for the BBA Marketing Management programme and the Course Outlines for the Marketing and Business Courses that are shared with the students will explicitly state that the students will receive constructive feedback and recommendations for further improvement in all formative and summative assessments to contribute to a more supportive and developmental learning environment.	Choose level of compliance:
Transferable and Multicultural Skills Training The curriculum could be further strengthened by incorporating training in multicultural competencies and practical transferable skills. Both internal and external stakeholders have	Transferable & Multicultural Skills Training: We welcome the EEC's recommendation for incorporating multicultural skills training, and efforts will be made towards this direction. Emphasis will continue to be placed on teaching and learning activities	Choose level of compliance:

<p>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.</p>	<p>that expose students to diverse cultural backgrounds and encourage them to work in culturally diverse groups such as group projects & presentations. At the same time efforts will be made to design and introduce a series of seminars targeted at both faculty and students to strengthen their multicultural knowledge and skills.</p>	
<p>Faculty Composition and Development 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 fulltime academic staff.</p>	<p>Faculty Composition and Development: An even distribution between full-time faculty members and adjunct instructors will be maintained with an emphasis on a gradual shift towards a higher proportion of FT faculty members.</p>	
<p>Visiting Faculty Engagement 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.</p>	<p>Visiting Faculty Engagement: We welcome the EEC's recommendation to have visiting faculty to complement the full-time and adjunct faculty in the delivery of the programme. This is an area that the School is working on and aims to have visiting faculty at the Athens campus. The School 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.</p>	

<p>Research-Informed Teaching Practices</p> <p>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.</p>	<p>Research-Informed Teaching Practices: We appreciate and welcome the EEC's recommendation that there is a need for following a more systematic approach for research-informed teaching in order to ensure that the faculty incorporate research into their teaching activities. This will be achieved by incorporating research-based articles and publications in the syllabus. The journal articles, which will be incorporated in the syllabus and course outlines under the headings required/Recommended Textbooks/Readings, will be those published by our faculty members as well as other relevant papers published at high-ranked international journals.</p>	
<p>Technological Infrastructure and Resource Access</p> <p>The department is encouraged to transition to a more advanced and inclusive learning management system (LMS). This would significantly benefit both teaching and research activities across the programme.</p>	<p>Technological Infrastructure and Resource Access:</p> <p>We are happy to inform the EEC that Blackboard is now the designated learning management system for all programmes at the University of Nicosia, and UNIC Athens will use it fully from the onset of its operations. In addition to our full access of LSEG, we are in the process of evaluating the feasibility of expanding access to additional resources, including Orbis and Sustanalytics, to better support both teaching and research activities.</p>	

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	
Prof. Ioanna Papasolomou	Programme Coordinator	
Dr Epaminondas Epaminonda	Associate Head, Department of Management; Chair Department Quality Assurance Committee	

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