

Doc. 300.1.1

Date: 13 January 2023

# External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**  
Cyprus College
- **Town:** Limassol
- **School/Faculty (if applicable):** School/Faculty
- **Department/ Sector:** Business Administration
- **Programme of study- Name (Duration, ECTS, Cycle)**

#### In Greek:

Διοίκηση Επιχειρήσεων (2 Έτη Πλήρους Φοίτησης η 4 Έτη Μερικής Φοίτησης), Δίπλωμα

#### In English:

Business Administration (2 Years Full-time or 4 years Part-time) Diploma.

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



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].

**In Greek:** Concentrations

**In English:** Concentrations

## A. Introduction

*This part includes basic information regarding the onsite visit.*

The External Evaluation Committee (EEC) evaluated the Business Administration Diploma programme offered by Cyprus College in Limassol. This is a 2-Year (120 ECTS) conventional programme. Students can register full-time and complete the Diploma in 2 years. Part-time students can complete the diploma in 4 years.

The EEC consisted of four members: Professor Yannis Georgellis, Professor Maria Garcia-Benau, Professor Alexandros Sahinidis and Mr Zinon Leonidou (student representative).

The EEC visited the college onsite on 10 January 2023. Prior to the visit, the EEC was supplied with the full application form in English, an internal evaluation report and supplementary documentation.

In the morning, the EEC met with the Dr George Pallaris (campus director) who gave a short presentation of school structure followed by a presentation by Dr Panikos Kanakis on the Diploma structure and curriculum design. A discussion of various aspects of the Diploma curriculum and the general structure of the college (including the remit of the various quality committees) took place. The EEC had the opportunity to hear the views of all members of the internal quality assurance committee. Then, the EEC had discussions with members of the teaching staff of the college.

In the afternoon, the EEC met with three students who shared their experiences during the course and how the course was going to help them advance their careers. Later in the afternoon, the EEC met members of the administrative team.

The visit concluded with a tour of the campus and meeting with the senior management team and the programme coordinator for clarification questions from earlier sessions during the onsite visit. The EEC members found the onsite visit very well organised, productive, and valuable in assessing the Diploma in Business Administration.

The EEC would like to thank all parties involved, including the CYQAA coordinators, for their cooperation and support during the evaluation process.



## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Yannis Georgellis</b>	Professor of Management	University of Kent, UK
<b>Maria Garcia-Benau</b>	Professor of Accounting	University of Valencia, Spain
<b>Alex Sahinidis</b>	Professor of Management	University of West Attica, Greece
<b>Zinon Leonidou</b>	Student Representative	Open University, Cyprus

## C. Guidelines on content and structure of the report

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

### Findings

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

### Strengths

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

### Areas of improvement and recommendations

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

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

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

### **Sub-areas**

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

### **1.1 Policy for quality assurance**

#### **Standards**

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

### **1.2 Design, approval, on-going monitoring and review**

#### **Standards**

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

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

### 1.3 Public information

#### Standards

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

### 1.4 Information management

#### Standards

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

You may also consider the following questions:

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



## Findings

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

The Diploma in Business Administration is an existing programme, running successfully since its last accreditation in June 2018. Following the onsite visit of 10 January 2023 and after reviewing all documentation, the EEC felt that The Diploma curriculum is generally well designed to satisfy the intended learning outcomes. These outcomes are clearly stated and communicated to current and prospective students. The EEC was also pleased to see revisions to the curriculum in response to changing market requirements and competition. The EEC were also satisfied with the entry criteria, the delivery of modules, assessment procedures, and the overall processes of reviewing the structured and content of the curriculum. There are, however, potential improvements in the curriculum that the college could consider, which we outline below.

Following discussions with the teaching staff and the administration of the college, the EEC were satisfied that internal policies and procedures are effective in ensuring the quality of the Diploma qualification. The various committees operate efficiently and most staff contribute to the decision-making processes in the college.

## Strengths

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

A number of strengths were identified:

1. The college leadership and staff are committed to and have embraced rigorous quality assurance processes to ensure the competitiveness and viability of the Diploma.
2. This Diploma is taught in Greek, which makes it unique among Business Administration Diplomas offered by other colleges. This is a unique selling point of the programme, which is highly valued by students and staff.
3. Although the language of instruction is Greek, English language units are included in the curriculum. Students felt that these units were essential to enhance their employability.
4. Academic and administrative staff are committed to the college and enthusiastic to contribute to the success of the programme.

## Areas of improvement and recommendations

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

The EEC identified areas of potential improvement and recommends:

1. Review the content of the individual units on an annual basis to reflect the market needs, changes in the external environment and student demographics. For example, the content of the Introduction to Psychology unit could be revisited to consider including more elements of organisational psychology aspects

rather than more general developmental psychology topics. The content of the economics unit could be reviewed to supplement microeconomics principles with elements of macroeconomics. Perhaps a revised unit on Principles of Economics (rather than Principles of Microeconomics) could be introduced.

2. Reconsider the large number of programme learning outcomes so that fewer intended outcomes can better reflect the Diploma curriculum.

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

<b>Sub-area</b>		<i><b>Non-compliant/ Partially Compliant/Compliant</b></i>
<b>1.1</b>	Policy for quality assurance	Compliant
<b>1.2</b>	Design, approval, on-going monitoring and review	Partially compliant
<b>1.3</b>	Public information	Compliant
<b>1.4</b>	Information management	Compliant

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

### Sub-areas

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

**2.2 Practical training**

**2.3 Student assessment**

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

#### Standards

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

### **2.2 Practical training**

#### Standards

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

### **2.3 Student assessment**

#### Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*

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

*You may also consider the following questions:*

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

### Findings

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

The learning process at Cyprus College is, in general terms, well defined, through the establishment of learning methodologies such as lectures, workshops, active learning and making activities. However, there is a certain absence of innovative learning methodologies that are currently proving to be very relevant and which we will discuss in the recommendations section.

The College uses current platforms to carry out the learning process and the classrooms are adequately equipped with the necessary technological facilities. During the EEC visit, we were shown how these platforms are used.

The assessment of student work is well described and in accordance with international standards

### Strengths

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

The way in which Cyprus College has established the procedure for student learning allows us to observe some strengths, among which we highlight the following:

- The student is at the centre of the learning process. From the meeting that this EEC has held with the students, it has become clear that they are satisfied with the programme and that they are well connected with the labour market. We highlight the entrepreneurial attitude of some of the students whose enthusiasm was evident in each of the questions we addressed during the meeting.
- Cyprus College has defined a "markerspace" to create a bridge that connects academia with industry. In this way, mechanisms are put in place to enable real-life problem learning. This strategy has been defined and has been chosen because it also allows the development of some important skills for the students: collaboration, communication, critical thinking, and creativity.
- Students assessment is in line with European standards.

### Areas of improvement and recommendations

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

The EEC proposes a series of suggestions that aim to contribute to the improvement of the learning process, as well as to strengthen the connection between students and College. These points revolve around two aspects: i) educational methodologies, ii) social networking and lifelong learning.

- Educational methodologies. The College uses educational methodologies that use some of the platforms that have been used in higher education. The teaching methods revolve around conventional approaches (lectures and workshops) with more active methods (Collaborative learning). However, an important effort must be made to incorporate more innovative learning methodologies. In this sense, we propose to introduce educational

methodologies that would be very interesting for the studies we are evaluating. Many of them are based on gamification, such as the flipped classroom or the puzzle method. However, we would also like to make a suggestion that would strengthen the relationship with industry. The College has established a "marketspace" that ensures the link with industry and the practical training of students. We suggest that, taking advantage of this initiative, they can talk to industry about the problems they are currently facing and analyze them in the classroom. This would bring a lot of added value to the students but also to the industry as discussion sessions could be created between students and industry.

- Social networks and lifelong learning. We propose to implement measures to encourage greater student participation in the College's social networks. This allows for greater interaction between students, teachers and administrative staff and creates the basis for these relationships to continue beyond the end of their studies. In this way, it facilitates efficient and appropriate lifelong learning.

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

<b>Sub-area</b>		<i><b>Non-compliant/ Partially Compliant/Compliant</b></i>
<b>2.1</b>	Process of teaching and learning and student-centred teaching methodology	Partially compliant
<b>2.2</b>	Practical training	Compliant
<b>2.3</b>	Student assessment	Compliant

### 3. Teaching staff (ESG 1.5)

#### **Sub-areas**

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

#### **3.1 Teaching staff recruitment and development**

##### Standards

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

#### **3.2 Teaching staff number and status**

##### Standards

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

#### **3.3 Synergies of teaching and research**

##### Standards

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

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

*You may also consider the following questions:*

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

### Findings

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

The teaching staff at Cyprus College Limassol shows an extensive level of diversity in terms of skills and background. The teaching staff consists of 23 members for the teaching of 20 courses required for the Business Administration Diploma. All staff is qualified to teach with credentials and degrees suitable to the level of studies. The administration is seeking the development of the teaching staff encouraging their participation in seminars and workshops to improve their skills and competences.

Teaching appears to be very high in the Cyprus college offering, as opposed to research which appears to be of a lesser importance for the administration at least for the instructors employed in the programme evaluated. A large number of the instructors are visiting professors, i.e., 17, vs. 6 permanent. Also, from the twenty-three instructors one is Full-time and the remaining are Part-time, probably teaching in other programmes of the college. The visiting professors offer the benefit of bringing in their work or teaching experience from elsewhere, adding value to the Diploma curriculum offered by the college. At the same time though, there is a concern that the large number of part-time staff may affect the continuity of the Diploma, as they are temporarily employed at the college, and they may see this as a "side job" not requiring a serious engagement on their part. A larger number of Full-time teaching staff would improve the teaching and the attainment of the learning outcomes.



There is a high degree of interaction between the teaching staff members, both internally and with outside organisations. There is some activity in the Erasmus programme participation but it needs further development, since there are many opportunities for both Teachers and Students who visit other institutions in the participating in the programme countries.

The research activity of the teaching staff bears little relevance to the programme offered, nevertheless the experience in teaching and working in other organisational settings compensates to some extent for the attainment of the learning goals promised by the programme.

### Strengths

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

The Cyprus College Limassol has some important strength areas. It is associated with the European University a large institution which is a offspring of Cyprus College and the two share resources and collaborate under the auspices of their Owner Galileo Global Education Company.

Another strong point for the College is Maker's space activity which is encouraging students to create things using technology such as 3-D printing. In general, the technology used in teaching is state-of -the art.

The large number of teaching staff is also an additional strength point. However, the implications of this may also be a problem point since it may have an impact on the loyalty of the staff as well as their identifying with teaching and not with their "regular" jobs.

### Areas of improvement and recommendations

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

The teaching staff consists of one full time person and 22 part time ones. The college may be better off if it proceeds with more full-time instructors to improve its academic profile and secure thus greater engagement from its teaching associates. Also, the college will benefit from research focused on the subject taught rather than publications in unrelated areas. From the publications of the staff tend to be non-business related. From the curriculum vitae of the instructors, we see that the research of K. Parides is in Mathematics, A. Othonos in Mathematics, M. Theofilou in Environmental science, P. Votsis teaching Human Resource Management while holding Degrees in Engineering and Energy. While the scientific work of these instructors is commendable, it is hardly related to Business administration. It should be noted however, that while the research interests of the above instructors lie in less related areas, they may have skills from their working experience that enable them to teach in a business administration diploma. One other recommendation relates to the curriculum of the diploma in business administration. Some courses could be more compatible with the programme and should be included, while others could be left out without any impact on learning outcomes. The Psychology course for example would be better if it were a course in Organizational Psychology or in Organizational Behavior. Additionally, the course in Microeconomics could become: principles of economics and include Macroeconomics as well. Similarly, the Financial Accounting course could include elements of managerial accounting to provide a fuller idea of accounting to the students. All these proposed changes will improve the programme and make it more comprehensive as a diploma in business administration.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Partially compliant
3.3	Synergies of teaching and research	Partially compliant

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

##### Sub-areas

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

##### 4.1 Student admission, processes and criteria

###### Standards

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

##### 4.2 Student progression

###### Standards

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

##### 4.3 Student recognition

###### Standards

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

#### 4.4 Student certification

##### Standards

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

*You may also consider the following questions:*

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

##### Findings

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

Student admission criteria are transparent and published on the site of the college. The students can enroll in the programme if they are high-school degree holders, and they pay the relevant fees. Foreign students are required to have the appropriate visa. Transfer students can get recognition and waiving for courses taken at another accredited institution, as long as they are proven to be equivalent to the corresponding courses offered at Cyprus College. English is not a prerequisite although students who have a TOEFL score of 550 or IELTS score of 6.5 do not have to take the college test and take remedial English courses.

Regulations are in place to observe student progression and monitor the progress they are making. The relatively small number of students allows the college to easily maintain a complete picture of the performance of students (30 students is the maximum in any class). Also, the office hours (6 hours per week) required of the instructors, help both the administration and the teaching staff to have more complete information about the students.

The regulations for transfer of credits earned elsewhere are published and straightforward. Students can transfer their work done at another accredited HEI when certain criteria are met.

Upon finishing the programme of 120 ECTS, the students receive their certification -the Diploma in Business Administration. The qualifications gained and the competences acquired are explained in the website of the college and in relevant printed material.

### Strengths

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

The college has a long history of providing its education services in the local community and there are many citizens who have studied there and have a favourable view of the Cyprus College. This allows the college to cater to the needs of local businesses personally knowing many people, former students of theirs, who work at management levels or own their own businesses. The good relationship with the community broadens the pool of prospective students.

Transferring ECTS from other institutions helps the college accept students who may decide to leave another institution in favour of Cyprus College.

The close relationships of the college with the students makes it easier for parents to send their children to Cyprus college, trusting that they are in a safe area and are being closely attended by the school.

### Areas of improvement and recommendations

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

Cyprus college is in a good position to enrich its programme with offering the Diploma in Business Administration in English, since they already possess the knowledge of running it in Greek. The increasing interest from international students to study abroad and especially in Cyprus could offer the opportunity for the Cyprus college to expand and grow.

The college at the time is rather inactive in the Erasmus programme. In its effort to become more international and draw more students from abroad. Cyprus College will benefit from signing bilateral agreements with institutions from other countries, so that mobility of students and teaching staff is attained.

The college may achieve greater results if it manages to increase the number of students who are opting to continue their studies and earn a bachelor's degree. The current percentage of students doing that is 15-20%.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

## 5. Learning resources and student support (ESG 1.6)

### **Sub-areas**

#### **5.1 Teaching and Learning resources**

#### **5.2 Physical resources**

#### **5.3 Human support resources**

#### **5.4 Student support**

### **5.1 Teaching and Learning resources**

#### **Standards**

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

### **5.2 Physical resources**

#### **Standards**

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

### **5.3 Human support resources**

#### **Standards**

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

## 5.4 Student support

### Standards

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

*You may also consider the following questions:*

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

### Findings

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



The EEC performed a site visit to the HEI where it was given the opportunity to meet with the academic staff and the Diploma in Business Administration students. The academic staff expressed their satisfaction regarding the working environment as well as the resources provided (materials & technological equipment). The EEC believe that due to the low number of students and the fact that the HEI is directly and dependently connected to another University in Cyprus it does not have the required funds to develop to the extend it should. For example, out of twenty-three lecturers involved in the specific programme only one is a full-time employee of the College. During the meeting with the students, they mentioned that they are quite satisfied both in terms of facilities and teaching staff and that they have all the necessary support they need at any time regarding difficulties or problems that may occur.

### Strengths

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

The College provides upgraded facilities and qualified academic staff.

The College has active committees making sure that standard procedures and policies are followed.

### Areas of improvement and recommendations

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

The management team of the College shall take into consideration the following actions:

- a) Provide an increased budget so that the college is staffed with permanent academic staff – the current ratio of full-time vs part-time is low.
- b) Provide further support for research and scholarly activity to promote the good name of the College can be through publications.
- c) Continue to devote resources for technology upgrade to be able to keep up with the competition.
- d) Continuous upgrading of the website (internal material/activities) and creating a strategic promotion plan through advertising campaigns to ensure the sustainability of the programme.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
<b>5.1</b>	Teaching and Learning resources	Partially compliant
<b>5.2</b>	Physical resources	Compliant
<b>5.3</b>	Human support resources	Compliant
<b>5.4</b>	Student support	Compliant



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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



## 6. Additional for doctoral programmes (ALL ESG)

### Sub-areas

- 6.1 Selection criteria and requirements**
- 6.2 Proposal and dissertation**
- 6.3 Supervision and committees**

### **6.1 Selection criteria and requirements**

#### Standards

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

### **6.2 Proposal and dissertation**

#### Standards

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

### **6.3 Supervision and committees**

#### Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*

- reports per semester and feedback from supervisors
- support for writing research papers
- participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.

You may also consider the following questions:

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

### Findings

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

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### Strengths

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

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### Areas of improvement and recommendations

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

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

## D. Conclusions and final remarks

*Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.*

The evaluation of the proposed Diploma in Business Administration Cyprus College- Limassol took place after the end of a challenging period for the Cyprus economy and the higher education sector due to the pandemic. The onsite on 10 January 2023 was productive and was organised very efficiently. The visit allowed the EEC to gain a greater appreciation of the college facilities and the learning environment.

The EEC found that the college has ran the Diploma in Business Administration very successfully in recent years and they have been responsive to changing external environment and market conditions. Running this Diploma in Greek has made it a niche offering to the Cyprus Higher education sector, satisfying a market demand that other colleges have not exploited. Overall, this Diploma Qualification is well-designed and the teaching team are well qualified to deliver the programme at a high standard. The administrative staff are also committed to supporting it.

The EEC felt that the programme team could consider the following recommendations to ensure the competitiveness and viability of the programme:

1. Review the content of individual units (e.g., Psychology, Economics) to better target market demands and respond to changing student demographics.
2. Revise programme learning outcomes to better reflect the curriculum.
3. Invest in recruiting Full-time academic staff.
4. Develop the Erasmus programme further.
5. Consider adopting innovative educational methodologies to enhance the student learning experience.
6. Encourage student participation in the College Social networks and promote graduate and alumni activities.

## E. Signatures of the EEC

<i>Signature</i>	
<i>Name</i>	
Prof Yannis Georgellis	
Prof Maria Garcia-Benau	
Prof Alex Sahinidis	
Mr Zinon Leonidou	

**Date:** 13 January 2023