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Date: 1-4-2023

# External Evaluation Report

## (Conventional-face-to-face programme of study)

- **Higher Education Institution:**  
CITY UNITY COLLEGE
- **Town:** NICOSIA
- **School/Faculty (if applicable):** City Unity College
- **Department/ Sector:** Department/Sector
- **Programme of study- Name (Duration, ECTS, Cycle)**

**In Greek:**

ΔΙΠΛΩΜΑ ΣΤΗ ΔΙΟΙΚΗΣΗ ΕΠΙΧΕΙΡΗΣΕΩΝ

**In English:**

DIPLOMA in BUSINESS ADMINISTRATION

- **Language(s) of instruction:** Greek, English
- **Programme's status:** Currently Operating
- **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. Introduction

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

Following the invitation by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), the External Evaluation Committee (EEC) has evaluated the Business Administration Diploma (hereafter BA Diploma) programme provided by the City Unity College (hereafter CUC), which is an existing conventional programme located in Nicosia (Cyprus). The EEC reviewed and examined the accreditation report and materials for the Diploma programme provided by CUC. The EEC noted that the programme had been previously evaluated and accredited.

The EEC consisted of four academics: Chair of the Committee Professor Stratos Ramoglou (University of Southampton), the members Professor Dionisis Philippos (ESSCA School of Management), Professor Michael Vlassopoulos (University of Southampton), and the student member Ms Elina Paraskeva (University of Cyprus).

The evaluation for the programme took place at the CUC premises on the 31<sup>st</sup> of March 2023. Prior and after the site visit, the EEC was supplied with a comprehensive internal evaluation report and other relevant documentation, as well as all the presentations that were presented during the day of the site visit.

The EEC met with the senior management team and academic faculty responsible for delivering the BA Diploma, the administrative, and other support staff from CUC, and several students who joined the program. In particular, during the site visit the EEC met with the Director General Chris Constantinou, the Provost Prof. Constantinos Charalambous, the Director of the Academic Programme Prof. Ioannis Violaris, the Head of the Business Department Assistant Prof. Chrysostomi Maria Kyrillou, the Quality Assurance Officer Lecturer Charis Kyriakou, the Head of Research Dr Zanete Garanti, and the Head of the Hospitality Department Iordanis Katemliades. Moreover, the EEC had a Q&A session with the Quality Assurance Committee, several permanent and adjunct faculty (professors and lecturers), several current and Erasmus students and the administrative personnel. The administrative personnel included the Director of Administration Mrs Eleni Kalli, the College Registrar Ms Evi Neophytoy, the Accounts Officer Ms Stalo Panteli, the Systems Administrator Mr Yannis Korfiotis, the Students Affairs Officer Mr. Michalis Kalourkotis.

In the morning session, the senior management team of CUC presented the institution and the BA Diploma programme under review. Later, the EEC met the members of the QoA Committee, the faculty members, the students and, finally, the administrative personnel. The discussion covered the programme under review, its structure, academic issues related to the program, staff workload and organization, assessments, and resources. During the students' session, the EEC met with six students who shared their experiences in CUC, and specifically for this program. In addition, the EEC has reviewed the material provided and, lastly, took a tour of the College's premises. The last session was the meeting with members of the senior management team for final questions and clarifications.

After the presentations in each session, the EEC had the opportunity to ask questions and collect further information. More specifically, the EEC asked questions related to the programme (e.g., learning objectives, program's structure, delivery methods, assessments approaches, quality of learning (QoL), infrastructure and IT support, etc.), faculty, and the College more broadly. Additional evidence was also provided with regards to information on placements and how it works with students, examples of assessments, information about open access material, platforms and other learning technologies, the learning management system and the infrastructure for supporting learning.

The site visit concluded with a meeting and general discussion with the senior management team (the Director General, the Provost, and the Academic Programmes' Director) for clarification questions from earlier sessions



during the site visit. The EEC members found the discussions to be fruitful and informative. The EEC would like to thank all parties involved for their cooperation and support during the evaluation.

The EEC would also like to express its gratitude to Mr. Costas Constantinou, the CYQAA coordinator, for his efficient way of managing the process. As we detail below, we find that the existing BA Diploma programme under review is compliant in overall with the stated criteria and standards. However, the EEC would wish to make some recommendations that the College may wish to consider in improving the Diploma further.



## External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Stratos Ramogou</b>	Professor and Chairman	University of Southampton
<b>Michael Vlassopoulos</b>	Professor	University of Southampton
<b>Dionisis Philippas</b>	Professor	ESSCA School of Management
<b>Elina Paraskevi</b>	Student representative	University of Cyprus
Name	Position	University
Name	Position	University

## B. 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 EEC was provided with information regarding the entry criteria, the programme learning outcomes, the delivery of the modules, and the assessment procedures, as demonstrated by the members of the CUC. The EEC found the admission criteria to be adequate and in line with those required by the Cyprus authority.

The programme appears to recruit reasonably well. Students come from a wide range of backgrounds, as the programme is open to both international (approximately 50%) and local Cypriot students.

The programme spans 2 years and expects students to undertake and successfully complete 120 ECTS, containing a number of 20 core courses. The proposed structure offers a reasonable balance between the number of modules and associated ECTS between the accounting, business, marketing, management, English, and IT modules that fulfil the BA Diploma. In particular, the core courses each have 6 ECTS, and the structure of the program is such that students take 5 courses per semester.

The language of instruction is Greek and English (although the programme is currently delivered only in English). The sessions per semester are 13 weeks where the sessions are weekly, 3 hours per week, at site. The assessment of each course contains a combination of final exam and a variety of other ways of assessments that include mid-term exams, continuous assessment, coursework, quizzes, and other types of assignments.

The College informed the EEC that students who graduate from the Diploma have the possibility to enroll in the corresponding BA programme. This is possible because there are many common courses between the Bachelor and Diploma, targeting different groups of students. About 50% of the Diploma students continue to the BA degree.

The programme's learning outcomes align with the expectations for the field and aim to provide graduates with both the knowledge and skills necessary for employment in relevant industries. During the evaluation, the EEC inquired about the career paths of the programme's graduates and potential barriers to employability.

Evidence of extensive quality assurance procedures, as part of an ongoing review and development, was provided by the CUC and the Head of the programme under review. The EEC identified that there are internal policies and procedures in place to assure the quality of the programme under review. The Quality Assurance mechanisms are present, and they are well-aligned with Cypriot and international standards.

Finally, the CUC provided evidence of its close links with the local community, businesses and educational institutions.

## Strengths

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

Some strengths of the programme are presented below:

The programme aims to provide students with the required knowledge of various issues related to business disciplines, both in theory and practice. The programme is focused on developing the students' problem-solving skills as well as decision-making skills by equipping them with tools for addressing real-life business problems, achieving career goals and assuming managerial responsibilities, whether they have jobs in the private or public sectors or run their own business.

It was apparent from the internal report and from the data gathered, that the faculty members teaching on the BA Diploma are qualified individuals with years of expertise in their respective fields.

The faculty delivers the BA Diploma programme with a student-centre learning approach.

The programme is oriented to professionals and helps them address the challenges that they may face their daily tasks.

The programme has clearly defined target groups of candidates who enroll.

Students who complete the diploma are guaranteed a high rate of employment post-graduation.

### 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.*

Some improvements are the following:

The diploma could be more visible in the local market.

The EEC felt that some fundamental knowledge in Corporate Finance (CF) should be provided in the program. Although the faculty demonstrated evidence of CF topics as part of some syllabi, a course specifically oriented towards CF would enhance the program's scope, appeal, and visibility.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	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 CUC has been offering the Diploma in BA programme over the last 5 years. The programme was first accredited at its current form, methodologies and framework which are outlined in study guides. The EEC discussed with the Head of Business department and faculty members during a site visit.

According to the study guides, the Diploma courses run over 13 weeks during the semester with currently 26 students enrolled. In terms of pedagogical framework, there is a balanced and good interaction, both between students and faculty members and among students.

Regular feedback is given to students throughout the course through communication tools. Faculty members are expected to respond to student inquiries. The study guide includes clear information on expected learning outcomes, course goals and objectives, assignments, assessment details, weekly schedule, introduction to course content, supplementary resources, self-assessment, and self-evaluation exercises.

Each course is completed with a final exam that the students are required to take. The exam result counts 50% towards the final grade, while the other 50% is awarded based on other assessment activities (mid-term exams, assignments, online participation, study groups).

### Strengths

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

Some strengths are the following:

The learning activities, exercises and projects in the programme are designed to promote collaboration among students as they apply their knowledge to solve real-life problems.

The programme is well-structured, and the module syllabi cover a good variety of topics.

The programme is supported by appropriate IT infrastructure in line with best international practices.

### 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 felt that the programme could benefit from a more consistent policy regarding feedback and marking turnaround times. That is, all lecturers could be expected to deliver written feedback on assignments, and students could be informed about the maximum waiting period for the receipt of marking of their assessments or exams.



In addition, the registration processes could be streamlined through an online system to improve efficiency.

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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>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	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 EEC met with the majority of the teaching staff involved in the programme.

Consistent with the College's goals, the majority of faculty members possess Doctoral degrees (PhD or DBA) (at least 50% of teaching faculty), many of which were granted by leading institutions.

The EEC found the faculty to be professional, engaged, and dedicated to the program.

The CUC follows a promotion criteria and guideline for promotion, workload and administrative duties.

From the evidence gathered, it is apparent that the faculty is also involved in some research activities (e.g., research papers and conference presentations).

### Strengths

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

The EEC had an open and honest discussion about the working conditions and how the faculty feels about their working environment and employer. The general sentiment among the members of the EEC is that there is a positive

and collegial environment at City Unity College. Overall, the EEC is satisfied with the academic staff supporting the programme. The EEC highlights the following strengths in this section:

1. The process of teaching and learning follows the basic academic principles with an internationally perspective. Instructors are experienced teachers.
2. The faculty members appear to be committed and dedicated to the program.
3. The College offers favourable working conditions for its members and supports staff for professional and personal development. The faculty met, expressed their overall satisfaction with the resources and time available to meet their personal goals and objectives.
4. The specialization fields of the faculty members are reflected in the content of the program.
5. Teaching outcomes and material are monitored and are carefully reviewed by the programme coordinator and the Assurance of Learning committee, within a timely and professional manner.

### 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.*

Some specific areas of improvement, suggested by the EEC are reported below:

1. While research is not the primary task of the CUC, it is appreciated and encouraged. To give an example, there is space for improvement in terms of how research is evaluated. Another example is to collaborate with external researchers from other institutions and enhance the invitation or recruitment of academics with a rich research portfolio or potential.
2. The criteria of promotion, research engagement and workload could be further quantified within the College to increase transparency and provide more clarity to faculty members on expectations.



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	Compliant
3.3	Synergies of teaching and research	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.*

The EEC met six international students (two current students in Diploma BA and four Erasmus).

The EEC surveyed the students about their experiences, what motivated them to choose CUC and the specific program, their likes and dislikes, as well as their thoughts on the delivery of the programme and related courses.

The student admission requirements were found to be clear and aligned with the higher education framework. These are clearly communicated by the College to prospective students.

When asked about the main reasons to enroll in the program, students cited the Erasmus partnerships as well as the diversity to different countries and programs.

Students noted that the programme and the CUC have a student-centered approach that promotes close interactions between students and faculty.

Overall, students were pleased with the programme and the services provided by the College.

The EEC observed that the College (as well as for the specific proposed Diploma programme) have policies and mechanisms in place to ensure the development of students (almost 50% of them join the BA Bachelor programme after graduating the BA Diploma).

### Strengths

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

The main strengths that the EEC identified are:

1. CUC is professionally oriented and has a good reputation, with a focus on the student experience.
2. The College has an efficient and effective admissions and administrative team.
3. Students receive adequate support for the modules they are enrolled in.
4. There is an evaluation process in place for students to provide feedback on the learning experience.
5. The CUC's infrastructure accommodates students with special needs and disabilities.

### 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.*

There are no major drawbacks that can be areas of improvement for the moment.

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

<b>Sub-area</b>		<b><i>Non-compliant/ Partially Compliant/Compliant</i></b>
<b>4.1</b>	Student admission, processes and criteria	Compliant
<b>4.2</b>	Student progression	Compliant
<b>4.3</b>	Student recognition	Compliant
<b>4.4</b>	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 visited the CUC's facilities and met with administrative staff. Based on the tour and interviews, the EEC determined that the College provides adequate resources for both students and faculty, including access to library materials, IT infrastructure, and administrative support. The facilities are modern, functional, and well-located, with an equipped library. The faculty members appear to have the necessary resources to fulfil their teaching and research responsibilities.

The design of courses and production of study materials is supported by the QoA. The administrative staff is continuously trained with established professional development.

Furthermore, student support is provided covering the needs of a diverse student population, such as employed and international students and individuals with special needs. Students are informed about the services available to them. In addition to the more generic services (like IT-support, library services, etc.), these include a career counselling service, scholarships, and various online services.

### Strengths

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

The EEC from the data gathered would like to stress the following:

The management and admin team of the College is committed in providing the necessary support to teaching staff and students with the necessary resources needed to perform their duties.

The personnel are well trained, and the EEC noticed the skilled IT technical staff that supports academic staff and students.

The library meets expectations in an academic environment and serves the current needs of students and faculty. Additional upgrade is on the way.

The administrative staff is committed and motivated and have a manageable workload. The administrative staff are satisfied with the working conditions in the CUC.

### 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.*

There are no serious issues related to the overall administrative personnel and services provided. Here are just a few general and minor recommendations:

1. Given the expected rapid growth in student numbers (after Covid-19) a higher workload should be accompanied with more employees and faculty support services and resources in the future.
2. Processes like online registration are encouraged in the spirit of simplifying processes and reduce (avoidable) admin workload.

3. Access to more databases would be a welcome addition. This could be on subscription fee basis or through bilateral agreements with other Universities in Cyprus.

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

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

## 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.*

Click or tap here to enter text.

### Strengths

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

Click or tap here to enter text.

### 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.*

Click or tap here to enter text.

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

<b>Sub-area</b>	<b>Non-compliant/ Partially Compliant/Compliant</b>
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6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

### C. 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 Diploma in Business Administration is a degree programme currently offered by City Unity College, with a 2-year design and structure.

The EEC recognizes the significant progress that has been made on the programme since its inception by the CUC, including drawing upon external expertise, quality assessments, and a programme structure consistent with comparable programmes. This evaluation aims to provide suggestions for further improvement and to ensure that the programme continues to be delivered according to the guidelines and expectations of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education.

The EEC welcomes positively the programme as it holds the potential of allowing the College to promote its BA programmes and its reputation. It also provides an opportunity to foster collaboration with industry and business.

Like most programme proposals, there is room for improvement. Indeed, we have identified some areas for which reflection, elaboration, and further development is recommended. We have elaborated on those in each section above. We suggest considering the following proposals as future potential improvements in these areas.

- (i) The Corporate Finance course should be considered a core course in the future to enhance students' candidacy.
- (ii) The sustainability of the programme, bearing in mind the increased competition of educational services in Cyprus.
- (iii) Research is always encouraged.
- (iv) We also recommend CUC to increase the visibility of the programme in the local and international market and, if possible, to professionals.
- (v) There is room for improvement in the consistency of the feedback provided to students and the turnaround times of exams/assignments by the various lectures.

The EEC would like to take this opportunity to thank the CYQAA coordinator, Mr Costas Constantinou, for managing the process both efficiently and effectively. His facilitation has been exemplar and has made it possible for the evaluation to run smoothly.

Finally, should the Cyprus Agency of Quality Assurance and Accreditation in Higher Education require any clarifications with regards to the points raised in the report, the members of the EEC remain at the Agency's disposal.



#### D. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
<b>Stratos Ramoglou</b>	
<b>Michael Vlassopoulos</b>	
<b>Dionisis Philippas</b>	
<b>Elina Paraskeva</b>	
Click to enter Name	
Click to enter Name	

**Date:** 4-4-2023