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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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Doc. 300.1.1

Date: 9/7/2020

External Evaluation Report (Programmatic)

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

- **Town: Nicosia**

- **School/Faculty (if applicable): N/A**

- **Department/ Sector: Business**

- **Programme of study- Name (Duration, ECTS, Cycle)**
     18 months, 90 ECTS
  In Greek:

  Μεταπτυχιακό στη Διοίκηση Επιχειρήσεων

  In English:

   Master in Business Administration

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

- **Programme's status**
  New programme: Yes
  Currently operating: Choose an item.

A. Introduction

The site visit at the City Unity College in Nicosia took place, remotely, on July 7, 2020. The Committee met with members of the Governing Board of City Unity College. More precisely, the Committee met the CEO, Elias Philippou, the General Director, Chris Constantinou, the Provost, Constantinos Charalambous, the Director of Academic Programmes, Ioannis Violaris, the MBA Programme Coordinator, Zanete Garanti, the Quality assurance officer, Polina Nikolaou, the Systems Administrator, Yiannis Korfiotis, the Director of Admissions, Eleni Kalli, the Registrar, Evi Neofytou, the DPO, Niki Varnava, the Erasmus Coordinator, Kyriaki Rousou and the Students, Charalampos Demetriou, Abdullah and Sandeep.

The documents that were provided and examined included the Application for Evaluation-Accreditation, academic handbook, dissertation handbook, faculty handbook, student handbook, governance handbook, human resources handbook, quality assurance manual, library handbook, data protection handbook, diploma supplement, academic staff's cvs and a virtual tour of the City Unity College's premises.

Furthermore, our committee interviewed members of the faculty teaching staff, a group of students, administrative personnel related to admissions, registration, library facilities, IT and other admin support. Finally, we had a virtual visit of City Unity College facilities. More specifically, we visited, remotely, teaching areas, library, student meeting rooms, staff offices, cafeteria and some open areas.

Finally, the internal evaluation 'Application' and associated documents, which were submitted by City Unity College and examined by us, were considered complete, very satisfactory and illuminating.

B. External Evaluation Committee (EEC)

Name	Position	University
Kevin Orr	Professor (Chair)	St Andrews University, Scotland
Pernille Eskerod	Professor (Member)	Webster Vienna Private University, Austria
Kyriaki Kosmidou	Professor (Member)	Aristotle University of Thessaloniki, Greece
Michalis Charalambides	Student (Member)	Cyprus University of Technology, Cyprus

C. Guidelines on content and structure of the report

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
- o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- o *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*
- o *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:*
  - o *selection criteria*
  - o *intended learning outcomes*
  - o *qualification awarded*
  - o *teaching, learning and assessment procedures*
  - o *pass rates*
  - o *learning opportunities available to the students*
  - o *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - o *key performance indicators*
  - o *profile of the student population*
  - o *student progression, success and drop-out rates*
  - o *students' satisfaction with their programmes*
  - o *learning resources and student support available*
  - o *career paths of graduates*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

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Findings

The application as well as presentations and dialogues at the (remote) site visit provided us with a very clear understanding of the proposed study programme. City Unity College is offering a niche MBA in both English and Greek. The study programme offers specializations in Public Administration; Customs and Excise Duties; and Hospitality Management. The programme fits very well with other study programmes offered. The participants in the (remote) site visit demonstrated very good understanding of the target groups of the various specializations as well as of the market situation for MBA graduates due to a thorough feasibility study. The demand for a Greek language programme is especially visible. The programme has been developed with inputs from a number of sources, incl. experience from e.g. an internal program committee, faculty, students and graduated of other programmes, industry contacts, and the newest trends within various professional fields. All participants in the (remote) site visit showed great and convincing enthusiasm about the programme.

Strengths
- Through engagement with various relevant stakeholders, City Unity College has a very good understanding of the market demand for their intended students and the newest trends within various fields

- Programme goals and learning outcomes have been thoroughly described.
- The programme allows students to develop their theoretical and practical skills and knowledge within their chosen specialization, especially for the labor market at Cyprus.
- The modules offered build on newest trends within the various fields.
- The teaching faculty has autonomy to choose assessment methods that fit their modules and their personal preferences. Quality assurance is ensured by requirement of a specific syllabus developed by the actual instructor of each module and subject to approval.
- The structure of the programme is very clear, and the modules have a logical sequence, i.e. first semester for required modules, second semester for a block of optional modules (i.e. the specialization), and third semester for master thesis.
- Clear professional progress within each specialization is ensured through five mandatory modules within each specialization.
- The required modules include a research methods module that (among other things) prepares student for conducting research for their master thesis.
- The workload of faculty members is kept in control (and thereby ensuring students sufficient attention and time) by setting limits for the number of teaching hours per week (max. 12 hours/week, if the faculty member is not having administrative duties, and max. 9 hours/week if having administrative duties) as well as supervision of master thesis (max. 10 theses per year).
- The quality of the programme is monitored by extensive quality assurance processes, which very presented in detail at the (remote) online visit.
- Collaboration and strong ties with Metropolitan University, UK, provides opportunities for professional development and teaching innovations.

- City Unity College has a broad number of qualified faculty members - and draw also on visiting professors from abroad.

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- In addition to textbooks, the students are required to read relevant academic journal articles. The articles are included in the syllabi to do clear expectation alignment.

Areas of improvement and recommendations
- To ensure that students are offered the newest knowledge within the various fields, we recommend that the policy on updating module content and material includes a requirement of using the most recent textbook editions.

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
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

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.*

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- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for and 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.*

Findings

The faculty demonstrated good knowledge of appropriate processes of teaching and learning for an MBA. They recognized and spoke insightfully about their methods and how they support the academic and practice-related aspects of the programme. These included ways of building in examples from the students' own experiences and workplaces, and a blend of lecture inputs and group work. There was a strong understanding of the distinctive aims of an MBA, including the desire to create leadership skills and develop critical thinking. The mission of the programme was a common reference point among faculty in the discussion of learning and teaching. The module leaders appreciate the need to incorporate both practical and theoretical elements into the learning and teaching and to explore the interconnections.

The design and delivery of modules embraces the understanding that MBA students can take an active role in the learning environment. For example this understanding is reflected in the interactive, discursive and activity-based elements of modules, in which reflection, discussion and inquiry are structured and supported by faculty.

Assessments appear to be consistent and governed by the College's wider procedures.

We saw evidence of systems in place for feedback, as well as for student complaints, in line with the structure of the programme and of the College. There appears to be strong oversight of the Programme.

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Strengths

Conversations we had with both staff and a diversity of students exhibited an ethos of mutual respect and positive regard.

The dissertation is an important element of the programme, and of the student experience. It is perhaps the key way in which the programme encourages students to be involved in a sustained process of research. The supervision process needs to be well resourced and supported by faculty with appropriate expertise. We noted enthusiasm among faculty for this part of the learning and teaching process and the desire to develop the research skills of the students.

The institutional linkage with Cardiff Metropolitan appears to be highly developmental for faculty members and to offer good opportunities for the College and its students.

There are plans to integrate the College and faculty members' linkages with external professionals and organizations as part of the programme (e.g. site visits and guest speakers). We think this is something to be encouraged and that if properly designed can be an attractive feature of the MBA, given the specialisms offered. Equally, given that the idea for the MBA and its specialisms stemmed in part from stakeholder consultation it will be important to maintain ongoing dialogue to ensure that the programme is an appropriate fit with sectoral expectations. However, the College must balance these expectations with the norms and standards of an academic degree.

Areas of improvement and recommendations

We were not clear whether the criteria for and method of assessment are published in and available to students in advance, but regard this as an important step.

Teaching methods and tools (including access to learning technologies) appear to be modern and adequate. Given the continuing development of academic knowledge it is important that the College continues to invest in resources that enable staff and students to access state of the art materials in support of learning and teaching.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
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.*

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- *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.*

Findings

We met with all but one of the teaching staff (the missing member was said to be travelling abroad) which means that we had a comprehensive view of the entire teaching staff of City Unity College. Most of the faculty members we met had a tenure of many years. 75% of them hold PhD degrees, 12% are PhD candidates and 13% are practitioners. Moreover, 71% of the faculty members are full-timers, whereas 29% are part-timers. They all seem engaged and professional and have very good English language skills.

In addition, they seem to be pleased with their salaries, working conditions and the overall College working environment. They appear to take teaching seriously and are supportive of the initiatives regarding research (i.e. they all seem to be doing some research, attending conferences and the like, and have a good understanding of the value of doing research for an educational institution).

Also, teaching staff seem to be in regular contact with other professors from institutions abroad as there are several visits by foreign faculty to City Unity college also in order to present teaching material to the students – the existing Erasmus City Unity College collaboration helps in that respect. In addition, the involvement of the teaching staff in research activities implies travelling abroad and interacting with their communities, so lectures seem to be connected to their respective academic communities.

Strengths

We found it very good that there is an equal balance of young and experienced faculty on board. The faculty seemed to be well integrated and on good working terms. The experienced faculty, in addition, have been with City Unity College for a long time, which means there seems to be a good work environment that is beneficial to the MBA program.

Furthermore, it seems that the outcome of teaching is being monitored and taken seriously by the institution and that any issues or problems are professionally and effectively taken care of. There is also a process of "self-evaluation" of the faculty regarding their own courses which was often reported and mentioned during our field visit.

Areas of improvement and recommendations

Although there are visiting professors and practitioners, we would suggest the invitation of a a practitioner to come and present for an hour regarding a topic the MBA students discussed in the classroom. These people, if not through other networks, could stem from former alumni of City Unity College.

We further took note of the initiatives regarding research at the College. Most of the faculty members participate in conferences, write and publish journals and organise conferences at City Unity College. Further, and related to the above, it seems there is some interaction regarding the research process, i.e. how to apply and attend a research conference, how to organise a conference etc. Apart from all these, we could suggest the organisation of actual research seminars in which faculty would present research papers to others in order to discuss these, a practice that may improve the quality of the research.

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
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

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.*

Findings

City Unity College has very clear and transparent regulations, policies, processes and criteria for student admission. Processes and tools to collet, monitor and act on information on student progression are in place. Students are provided with certificates that clearly acknowledge the knowledge they have gained during the studies.

Strengths

- City Unity College is doing very good expectation alignment by being transparent about admission procedures and about progress monitoring.
- City Unity College offers students opportunities to achieve supplementary knowledge, experiences and recognition by offering e.g. ERASMUS+ opportunities for going abroad. Students in the (remote) online visit appreciated this opportunity a lot.

Areas of improvement and recommendations

- City Unity College is expecting a high number of students for the new program (120 students per year, already from Fall 2020. We recommend that the implications of the high number of students are carefully monitored, not least when it comes to administrative processes.
- We recommend that management carefully monitors whether it is necessary to hire and train more administrative staff for quality assurance.

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

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

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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.*

Findings

From the materials and visuals supplied (this was, as noted earlier, a remote 'visit') the standard of infrastructure seems to be good. The library and IT resources were talked of very positively by students. The faculty *noted that the partnership with Cardiff Metropolitan enhanced the resources at their disposal.*
We heard evidence of how the College had been able to respond flexibly in support of students during the time of the Covid19 outbreak. It is therefore important that such contingencies are incorporated into the planning processes of the College, to include taking account of how it can contine to support student-centred learning and flexible modes during challenging times.
Our remote oversight of physical resources, including College premises, libraries, study facilities, IT infrastructure, lead us to conclude that the standards are adequate to support the new programme. Again, attention must be given to increased or changing patterns of demand.

Strengths

The students' mobility within and across higher education systems is encouraged and supported by the College, through its encouragement to work with students and see them progress through different levels of study. Current students are seen as a significant 'target' for recruitment to the new MBA. In addition, opportunities are created for students via the Erasmus scheme and through the partnership with Cardiff. There is also a strong commitment to develop students' research skills.

We were impressed by the administrative and teaching teams and their commitment to the College and its students. There are dedicated job roles which enable the College to provide advice and welfare support, in addition to the dedicated teaching staff. The students were aware of how to access these different services and support at different stages of their studies.

Areas of improvement and recommendations

The recruitment targets for the programme are high and if achieved will cause increased demand for resources and materials, including academic materials and IT resources and support. It is important the College recognizes the potential for increased demand in its strategic, operational and budgetary processes.

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

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

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6. Additional for distance learning programmes *(ALL ESG)*

<u>**Sub-areas**</u>

6.1 Distance learning philosophy and methodology
6.2 Distance learning material at the appropriate level according to EQF
6.3 Interaction plan and Interactive weekly activities
6.4 Study guides

6.1 Distance learning philosophy and methodology

Standards

- *The distance learning methodology is appropriate for the particular programme of study.*
- *Feedback processes for students in relation to written assignments are set.*
- *A complete assessment framework is designed, focusing on distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*

6.2 Distance learning material at the appropriate level according to EQF

Standards

- *Twelve weekly interactive activities per each course are set.*
- *The distance learning material and activities take advantage of the capabilities offered by the virtual and audio-visual environment and the following are applied:*
  - *Simulations in virtual environments*
  - *Problem solving scenarios*
  - *Interactive learning and formative assessment games*
  - *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*
  - *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*
  - *They help in building skills both in experiences and attitudes like in real life and also in experiencing - not just memorizing knowledge*
- *A pedagogical planning unit for distance learning, which is responsible for the support of the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*

6.3 Interaction plan and Interactive weekly activities

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Standards

- *A specific plan is developed to safeguard and assess the interaction:*
  - *among students*
  - *between students and teaching staff*
  - *between students and study guides/material of study*
- *Training, guidance and support are provided to the students and teaching staff focusing on interaction and the specificities of distance learning.*

6.4 Study guides

Standards

- *A study guide for each course, fully aligned with distance learning philosophy and methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
  - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
  - *Presentation of course material, and students' activities on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
  - *Weekly outline of set activities and exercises and clear instructions for creating posts, discussion, and feedback*
  - *Self-assessment exercises and self-correction guide*
  - *Bibliographic references and suggestions for further study*
  - *Number of assignments/papers and their topics, along with instructions and additional study material*
  - *Synopsis*

- *Study guides, material and activities are appropriate for the level of the programme according to the EQF.*

-

N/A

Findings

Click or tap here to enter text.

Strengths

Click or tap here to enter text.

Areas of improvement and recommendations
Click or tap here to enter text.

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
6.1	Distance learning philosophy and methodology	Not applicable
6.2	Distance learning material at the appropriate level according to EQF	Not applicable
6.3	Interaction plan and Interactive weekly activities	Not applicable
6.4	Study guides	Not applicable

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7. Additional for doctoral programmes *(ALL ESG)*

> ### Sub-areas
>
> **7.1 Selection criteria and requirements**
> **7.2 Proposal and dissertation**
> **7.3 Supervision and committees**

7.1 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*

7.2 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.*

7.3 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*

- o *support for writing research papers*
  - o *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

N/A

Findings
Click or tap here to enter text.

Strengths

Click or tap here to enter text.

Areas of improvement and recommendations
Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
7.1	Selection criteria and requirements	Choose answer
7.2	Proposal and dissertation	Choose answer
7.3	Supervision and committees	Choose answer

ΔΙΠΑΕ CYQAA

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8. Additional for joint programmes *(ALL ESG)*

Sub-areas

8.1 Legal framework and cooperation agreement
8.2 The joint programme

8.1 Legal framework and cooperation agreement

Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
    - *Denomination of the degree(s) awarded in the programme*
    - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
    - *Admission and selection procedures for students*
    - *Mobility of students and teaching staff*
    - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
    - *Handling of different semester periods, if existent*

8.2 The joint programme

Standards

- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

N/A

Findings
Click or tap here to enter text.

Strengths
Click or tap here to enter text.

Areas of improvement and recommendations
Click or tap here to enter text.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
8.1	Legal framework and cooperation agreement	Choose answer
8.2	The joint programme	Choose answer

D. Conclusions and final remarks

This was a well organised visit. The Evaluation benefited from the engagement of staff from all parts of the College. They presented the plans very well and responded fully to the Committee's questions. The programme has high ambition but it is clear that it is being proposed on the basis of planning and consultation.

It is a well-structured and organized program adhering to the ECTS standards. Programme goals and learning outcomes have been thoroughly described. There was a strong understanding of the distinctive aims of an MBA, including the desire to create leadership skills and develop critical thinking. The mission of the programme was a common reference point among faculty in the discussion of learning and teaching.

It provides an appropriate blend of theoretical and practice-oriented content. Pedagogically, the approach to teaching and learning appears to support MBA students' needs and development.

The program of study is well-designed and delivered in line with its objectives and the College's strategy. We saw that there are high levels of commitment among management, teaching and administrative staff. Through engagement with various relevant stakeholders, City Unity College has developed a very good understanding of the market demand.

The programme allows students to develop their theoretical and practical skills and knowledge within their chosen specialization.

Areas of improvement:

The College needs to continue its support for faculty members' research and professional development, so that the programme can benefit from this work.

There is an opportunity to make the linkages with local industry partners more systematic, to the benefit of the student experience. For example, we would suggest the invitation of a practitioner (from professional networks or alumni) to present on a relevant topic from time to time in support of learning outcomes.

If student numbers grow as projected, it is important that the College is realistic in its resourcing of the teaching and administrative staff in support of the programme.

E. Signatures of the EEC

Name	Signature
Kevin Orr	
Pernille Eskerod	
Kyriaki Kosmidou	
Michalis Charalambides	

Date: 9/7/2020