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Date: Feb 26 2026

# External Evaluation Report

(Programmatic within the framework of  
Departmental Evaluation)

- **Higher Education Institution:**

Name

- **Town: Nicosia**

- **School/Faculty: Economics and Management**

- **Department: Business & Public Administration**

- **Programme(s) of study - Name (Duration, ECTS, Cycle)**

**Programme 1 –** [Title 1]

**In Greek:**

Programme Name

**In English:**

**Business Administration (4 years, 240 ECTS, Bachelor)**

**Language(s) of instruction: Greek**

**Programme 2 –** [Title 2]

**In Greek:**

Programme Name

**In English:**

**Business Administration (4 years, 240 ECTS, PhD)**

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

**Programme 3 –** [Title 3]

**In Greek:**

Programme Name

**In English:**

Programme Name

**Language(s) of instruction: Language(s)**



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.*

We received all the documents in advance for our consideration and analysis. On Feb 24th, 2026, we had our site visit and met all the relevant stakeholders as scheduled. The meetings were extremely informative and helped to form a comprehensive picture of the two educational programs: BSc in Business Administration and PhD in Business Administration and the surrounding institutional context, which enabled us to prepare this report.

## B. External Evaluation Committee (EEC)

| <i>Name</i>          |  | <i>Position</i>                | <i>University</i>                   |            |
|----------------------|--|--------------------------------|-------------------------------------|------------|
| Ad de Jong           |  | Professor of Marketing         | Copenhagen Business School, Denmark | Pro        |
| Edoardo Ongaro       |  | Professor of Public Management | The Open University, UK             | Pro<br>Ma  |
| Kimmo Alajoutsijärvi |  | Professor of Business Studies  | University of Agder, Norway         | Pro<br>Stu |
| Ms Ioanna Onisiforou |  | Student member                 | Open University, Cyprus             | Stu        |

## 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 each 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.*

### **Findings for BSc Business Administration**

The committee members were provided with structured documentation, clear presentations, and opportunities for Q&A during their site visit, which yields them a comprehensive understanding of the BSc programme. The programme manages to attract high quality students, mainly from Cyprus + a small cohort from Greece + a few foreign students. It is evident that the faculty members are motivated to work with these student cohorts. The dropout rate is limited, and the Department possesses a solid supporting infrastructure to enable and help students to make progress and successfully complete the programme. The Quality Assurance procedures are robust and well-embedded within the Department and surrounding institutional context. In addition, the application for AACSB accreditation has been successful and it is now part of the quality standards. The teaching workload is quite high. Students consider the program rigorous and demanding but doable, also thanks to the extensive and effective usage of project groupwork. The department reaches out to stakeholders (e.g., alumni, companies, etc.) quite amply and systematically. Stakeholders have an input into the design and further development of the programme. The placement facility is a great addition, and it enables students to take part in internships, which appear to be much appreciated.

### **Findings for [Title 2] PhD Business Administration**

The committee members were provided with structured documentation, clear presentations, and opportunities for Q&A during their site visit, which enabled them to form a comprehensive understanding of the PhD programme. The programme attracts a limited number of high-quality PhD candidates, mostly from Cyprus (only a small portion – ca. 10% - of prospective candidates are accepted). Faculty members are motivated to supervise PhD candidates, at times also leading to publications in high-quality journals. The dropout rate is relatively limited: especially limited in the early stages of the PhD, in the view of the committee this is testament to the rigorous selection of high-quality candidates, while it is higher at later stages, in the view of the committee this points to the usefulness of considering some revisions to the structure of the programme, (see sections “Recommendations”). The Department possesses a solid supportive infrastructure to help PhD candidates to pursue their PhD projects and get acquainted with the academic community by, for instance, taking part in academic conferences. Ultimately, these conditions are conducive to favourable PhD project outcomes. The Quality Assurance procedures are robust and well-embedded in the PhD programme structure and within the Department and surrounding institutional context. The PhD programme is solid and comprehensive. Given the small scale, considering higher levels of collaboration at the school level to benefit from economies of scale is desirable.

### **Findings for [Title 3]**

Click or tap here to enter text.

## **Strengths**

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

### **Strengths for BSc Business Administration**

The high profile and stellar performance of the faculty members, the department's servant leadership style, and cooperative decision making are major strengths. Also, a clear strength is Faculty's wider engagement with emerging and new practices and issues in business and management contexts. Another strength is how faculty members translate theoretical knowledge into relevant, applied expertise with the help of collaborations with organizations/companies, which helps shape and continuously refine the programme.

### **Strengths for PhD Business Administration**[Title 2]

The high profile and stellar research performance of the faculty members creates an enabling and fruitful environment for PhD candidates to pursue the projects to excel in terms of research attainments and research publications.

### **Strengths for** [Title 3]

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.*

### **Areas of improvement and recommendations for BSc Business Administration**

The BSc programme would benefit from a much more ample and systematic integration of the final thesis/dissertation component, which is currently optional and undertaken by only a small proportion of students. For a School with a strong research-oriented profile, the inclusion of a substantive thesis experience would be not only beneficial but also fully aligned with its academic identity and mission.

The comprehensive experience of conducting an independent research project under faculty supervision represents a natural extension of a research-intensive environment and marks a clear qualitative step in the advancement of the programme. Consideration could therefore be given to making the thesis compulsory or, at a minimum, establishing it as a mainstream and strongly encouraged track within the programme structure. This would strengthen analytical capabilities, methodological competence, and students' preparedness for graduate studies or research-informed professional careers.

In addition, a more systematic infusion of topical and emerging themes is recommended in order to remain aligned with ongoing developments in the contemporary business environment and the broader societal context.

Areas of improvement and recommendations for PhD Business Administration [Title 2]

First, the attraction of more PhD candidates is desirable and highly recommended. Second, the small scale of the programme should be reconsidered by considering collaboration at the school level (or at the university level), thereby benefiting from larger economies of scale recommended.

Third, more balance between the exams and the actual execution of the PhD research project is recommended, by tilting the scales much more into the direction of the pursuit of the research project by the PhD student/candidate, thereby rethinking the purpose of the exams with more emphasis on opportunities to learn than a focus on assessing knowledge and competences.

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

| Sub-area |                                                  | Non-compliant/<br>Partially Compliant/Compliant |                                             |               |
|----------|--------------------------------------------------|-------------------------------------------------|---------------------------------------------|---------------|
|          |                                                  | BSc<br>Business<br>Administration               | PhD<br>Business<br>Administration [Title 2] | [Title 3]     |
| 1.1      | Policy for quality assurance                     | Compliant                                       | Compliant                                   | Choose answer |
| 1.2      | Design, approval, on-going monitoring and review | Compliant                                       | Compliant                                   | Choose answer |
| 1.3      | Public information                               | Compliant                                       | Compliant                                   | Choose answer |
| 1.4      | Information management                           | Compliant                                       | Compliant                                   | Choose answer |

## 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 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.*

*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.*

### **Findings for BSc Business Administration**

The committee learnt from discussions with staff and students, and external stakeholders, that the programme is ample and articulate. One distinguishes three different profiles: Marketing, Operations Management, and Management - and one discerns breadth and depth courses as well mandatory and elective courses. This is all supportive to address student specific interests and needs, benefiting their personal, intellectual and social development.

In addition, assessment methods are varied and multiple with a focus on intellectual competence as well as on social interactive elements, interpersonal skills, teamwork, and presentational skills.

Aside from teaching faculty, administrative personnel are there to address students' questions and complaints about teaching and learning and related supporting needs. Some students are supported to be involved in research activities and there is a dedicated ICT and data office at the school level to accommodate data collection.

### **Findings for PhD Business Administration**<sup>[Title 2]</sup>

The committee learnt from discussions with staff and the selected PhD student and PhD graduate that the programme is solid, comprehensive, and well-structured with a balance of mandatory and elective courses. PhD candidates get the opportunity to have a say in defining their PhD proposal in collaboration with supervisor(s). The number of exams and assessment time that students have to undergo may constrain the actual amount of time to work on the actual PhD project.

### **Findings for** <sup>[Title 3]</sup>

Click or tap here to enter text.

## **Strengths**

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

### **Strengths for BSc Business Administration**

The programme has many strengths, especially the breadth and depth of the courses offered, with a wide range of electives also providing opportunities to specialize in terms of Management, Operations Management, and Marketing profiles.

There is a diversity of assessment strategies aligned with learning objectives and ample opportunities to make use of ERASMUS arrangements, both for University of Cyprus students to go abroad and, for international students, to visit and learn and also to enrich the critical mass and as such the vivacity and learning opportunities for both international and University of Cyprus students through in-class debate.

In addition, the Department has a great placement infrastructure which facilitates matching students with placement/internship opportunities, thereby powerfully enhancing the student experience.

### *Strengths for PhD Business Administration*<sup>[Title 2]</sup>

The quality of the selected candidates is undisputably high, leading to low occurrence of early dropouts. The faculty are both exceptionally merited and display sustained drive to get the best out of their PhD candidates, also resulting in high-quality publications.

### *Strengths for* <sup>[Title 3]</sup>

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.*

#### *Areas of improvement and recommendations for BSc Business Administration*

The BSc programme would benefit from doing the final thesis, which currently is optional and only taken by a very low percentage of students, by making it compulsory or by making it at least a mainstream option. The comprehensive experience of doing a thesis is an excellent way to go in-depth and herewith a clear step to the advancement of the program. To manage the workload, it might be possible to impose a cap on the number of contact hours, consider working in teams of two, and collaborating with companies. Presenting the BSc thesis in the form of a capstone would simplify the process and strengthen the assurance of the learning loop.

In addition, the infusion of topical themes is recommended to stay in sync with emerging developments and issues in the nowadays business environment and wider context. Topical themes (with subthemes), including sustainability (circular economy), digitalization (AI), geopolitics (including business-government interactions, nationally and internationally), etc. can be explicitly presented in the educational program descriptions. Themes can be either infused into existing courses or be part of newly developed courses.

#### *Areas of improvement and recommendations for PhD Business Administration*<sup>[Title 2]</sup>

We recommend more balance between the exams and the actual execution of the PhD research, to favour the latter and hence leveraging more on the student's own interests and inclination for pursuing a PhD, thereby rethinking the purpose of the exams with more emphasis on communicating courses as opportunities to learn rather than a focus on course exam and assessing knowledge and competences.

### *Areas of improvement and recommendations for* <sup>[Title 3]</sup>

Click or tap here to enter text.

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

| Sub-area |                                                                           | Non-compliant/<br>Partially Compliant/Compliant |                                                   |               |
|----------|---------------------------------------------------------------------------|-------------------------------------------------|---------------------------------------------------|---------------|
|          |                                                                           | BSc<br>Business<br>Administra<br>tion           | PhD<br>Business<br>Administra<br>tion[Title<br>2] | [Title 3]     |
| 2.1      | Process of teaching and learning and student-centred teaching methodology | Compliant                                       | Compliant                                         | Choose answer |
| 2.2      | Practical training                                                        | Compliant                                       | Compliant                                         | Choose answer |
| 2.3      | Student assessment                                                        | Compliant                                       | Compliant                                         | Choose answer |

### 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.*

### **Findings for BSc Business Administration**

The committee met with the teaching staff involved with the programme. Virtually all of them hold a PhD, having earned them from highly reputed academic institutions, and possess strong research experience as illustrated also by the high-quality publications (AJG 4/4\* journals).

Research-driven teaching takes place systematically where faculty applies theoretical knowledge to relevant practice in business.

The composition of the teaching staff is leaning towards the higher academic ranks (associate and full professors). There is a relative absence of faculty at the lecturer and assistant professor level. The hiring of colleagues for the lower levels needs more attention to get more balance in the distribution of ranks and this rebalancing might also be used strategically to relieve the workload.

### **Findings for PhD Business Administration**[Title 2]

The committee met with the staff involved with the PhD programme, who demonstrate to act as undoubtedly competent, dedicated, and ambitious research professionals with a focus on getting the PhD students to publish their dissertation-based research in AJG 4/4\* journals or other outlets and formats as they may fit their research objectives.

The programme attracts a limited number of high-quality PhD candidates, mostly from Cyprus.

### Findings for [Title 3]

Click or tap here to enter text.

### **Strengths**

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

#### Strengths for BSc Business Administration

The teaching faculty possesses highly prolific scholar profiles combined with high teaching achievements as illustrated by the consistently high teaching evaluations (the norm is 4 or higher)- They are capable of combining theoretical knowledge with relevant applications to industrial contexts.

#### Strengths for PhD Business Administration [Title 2]

The faculty possesses highly prolific research profiles with high-standard research achievements as illustrated by publishing in AJG 4/4\* journals: It is clearly evidenced that highly qualified supervisors available across a range of topics in the department.

### Strengths for [Title 3]

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.*

#### Areas of improvement and recommendations for BSc Business Administration

The workload of the academic staff is high. This has to do with combining the rather demanding teaching activities (by law, academic colleagues have to teach 160 hours a year) with meeting ambitious research objectives, like publishing in high quality journals (e.g., AJG 4, 4\*). We recommend reconsidering the balance between teaching and doing research for academic staff as well as incorporating more functional flexibility to decrease (peaks of) teaching load.

#### Areas of improvement and recommendations for PhD Business Administration [Title 2]

The small scale of the PhD programme should be reconsidered by considering collaboration at the school level (or at the university level), thereby benefiting from larger economies of scale recommended. The department possesses an impressive pool of highly qualified scholars who might supervise a much larger cohort of PhD candidates, thereby providing educational as well as research services on a higher scale.

### Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

| Sub-area |                                            | Non-compliant/<br>Partially Compliant/Compliant |                                             |               |
|----------|--------------------------------------------|-------------------------------------------------|---------------------------------------------|---------------|
|          |                                            | BSc<br>Business<br>Administration               | PhD<br>Business<br>Administration [Title 2] | [Title 3]     |
| 3.1      | Teaching staff recruitment and development | Compliant                                       | Compliant                                   | Choose answer |
| 3.2      | Teaching staff number and status           | Compliant                                       | Compliant                                   | Choose answer |
| 3.3      | Synergies of teaching and research         | Compliant                                       | Compliant                                   | Choose answer |

#### 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.*

#### Findings for BSc Business Administration

Admission criteria are set by the Government. The admission criteria are highly regulated and strict, leading to the selection of highly qualified prospective students.

Conversations with students taught us that the program is rigid and rigorous and demanding, but doable, also by means of amply resorting to team-based projects in many courses also as part of the assessment strategy. The supportive and responsive staff members are a key asset for the programme, ensuring its continued success.

#### Findings for PhD Business Administration [Title 2]

The quality of the selected candidates is undisputably high, leading to low occurrence of early dropouts. The multi-phased structure of the program with quite many assessment moments may lead to unnecessarily high late dropouts.

#### Findings for [Title 3]

Click or tap here to enter text.

### Strengths

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

### **Strengths for BSc Business Administration**

The assessment criteria and processes for admission and recruitment appear to be clear and transparent. The demanding admission standards ensure that high-performing potentials enter the demanding program with low risk of dropouts.

### **Strengths for PhD Business Administration** [Title 2]

Clear and transparent documentation of the assessment criteria and the opportunity for PhD candidates to have a clear say in the development of their research proposal.

### **Strengths for** [Title 3]

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.*

#### **Areas of improvement and recommendations for BSc Business Administration**

The students the committee members spoke with were well capable of expressing themselves in English. We recommend considering using English as the language of instruction as much as possible within the current regulatory framework (e.g. by expanding the range of Erasmus courses or even considering undergraduate offer in English language for broadening the international attractiveness and educational impact of the department).

#### **Areas of improvement and recommendations for PhD Business Administration** [Title 2]

The PhD students mainly stem from Cyprus and the majority of them work parttime, and there is some decline in terms of the numbers.. We recommend broadening the recruitment scope with more focus on those candidates who are motivated to do a fulltime PhD. To materialize this, it is essential to consider ways of using more resources and in a more bespoke way to make doing a PhD more attractive.

#### **Areas of improvement and recommendations for** [Title 3]

Click or tap here to enter text.

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

| Sub-area |                                           | <b>Non-compliant/<br/>Partially Compliant/Compliant</b> |                                            |               |
|----------|-------------------------------------------|---------------------------------------------------------|--------------------------------------------|---------------|
|          |                                           | <i>BSc<br/>Business<br/>Administration</i>              | <i>PhD<br/>Business<br/>Administration</i> | [Title 3]     |
| 4.1      | Student admission, processes and criteria | Compliant                                               | Compliant                                  | Choose answer |
| 4.2      | Student progression                       | Compliant                                               | Compliant                                  | Choose answer |
| 4.3      | Student recognition                       | Compliant                                               | Compliant                                  | Choose answer |
| 4.4      | Student certification                     | Compliant                                               | Compliant                                  | Choose answer |

## 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.*

### **Findings for BSc Business Administration**

The committee was impressed by the facilities and overall quality of the premises, the fantastic campus context, and the unique and impressive library with its ample facilities, and resource opportunities to go on international exchange

### **Findings for PhD Business Administration**[Title 2]

The committee was impressed with facilities and overall quality of the premises, the fantastic campus context, and the unique and impressive library with its ample facilities, and resources to attend international academic conferences.

### **Findings for** [Title 3]

Click or tap here to enter text.

## **Strengths**

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

### **Strengths for BSc Business Administration**

See the findings section

### **Strengths for PhD Business Administration**[Title 2]

See the findings section

### **Strengths for** [Title 3]

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.*

### **Areas of improvement and recommendations for BSc Business Administration**

There are no major areas for improvement

### **Areas of improvement and recommendations for PhD Business Administration**[Title 2]

There are no major areas for improvement

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

| Sub-area |                                 | Non-compliant/<br>Partially Compliant/Compliant |                                                |               |
|----------|---------------------------------|-------------------------------------------------|------------------------------------------------|---------------|
|          |                                 | BSc<br>Business<br>Administration               | PhD<br>Business<br>Administration<br>[Title 2] | [Title 3]     |
| 5.1      | Teaching and Learning resources | Compliant                                       | Compliant                                      | Choose answer |
| 5.2      | Physical resources              | Compliant                                       | Compliant                                      | Choose answer |
| 5.3      | Human support resources         | Compliant                                       | Compliant                                      | Choose answer |
| 5.4      | Student support                 | Compliant                                       | Compliant                                      | Choose answer |

## 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.*

The committee was presented the PhD programme structure as well as the possibility to talk to a current PhD candidate and a PhD graduate. We got hold of a sample of PhD dissertations. The shown dissertations were impressive as also evidenced by the dissertation-based publications in high-quality journals.

The programme looks undisputably professional, comprehensive with the necessary checks and balances when it comes to the PhD student's progression and the outcome.

#### Strengths

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

See findings section.

#### 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.*

See our recommendations for the PhD programme under the sections 2, 3, and 4.

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

| Sub-areas  |                                     | <i>Non-compliant/<br/>Partially<br/>Compliant/Compliant</i> |
|------------|-------------------------------------|-------------------------------------------------------------|
| <b>6.1</b> | Selection criteria and requirements | Compliant                                                   |
| <b>6.2</b> | Proposal and dissertation           | Compliant                                                   |
| <b>6.3</b> | Supervision and committees          | Compliant                                                   |

## D. Conclusions and final remarks

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

As per our assessment, we have found a department and two programmes which are solid, intellectually inspiring and applicable to relevant practices. There are top-level facilities and the overall quality of the premises, the campus context, and the unique and impressive library with its range of resources are major assets.

While the number of staff is quite small, the quality of their professional profiles and achievements is impressively high, as reflected in publications in top journals and good teaching ability, considering both the evident shining results in their career and the satisfaction of students from this school. The workload of staff is somewhat high, and they may benefit from the hiring of some new colleagues and a rebalancing to relieve the workload and make it more conducive to an even better balance between teaching and research.

The PhD program has successfully delivered the first series of PhDs, and it has become a good asset of the department. While the PhD programme is solid and comprehensive, given the small scale, considering higher levels of collaboration at the school level to benefit from economies of scale is recommended. A rebalancing of the exam component and a pursuit of the individual research project component may further enhance attractiveness and ultimately strengthen the programme.



## E. Signatures of the EEC

| Name                     | Signature |
|--------------------------|-----------|
| Ad de Jong               |           |
| Edoardo Ongaro           |           |
| Kimmo Alajouts<br>ijärvi |           |
| Ioanna Onisiforou        |           |
| FullName                 |           |
| FullName                 |           |

**Date:** 26 February 2026

