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Date: December 12, 2020

# External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

- **Higher Education Institution:** European University of Cyprus
- **Town:** Nicosia
- **School/Faculty:** School of Business Administration
- **Department:** Dept. Management & Marketing
- **Programme(s) of study - Name (Duration, ECTS, Cycle)**

## Programme 1 – Bachelor Business Administration

**In Greek:** Διοίκηση Επιχειρήσεων (4 Έτη/240 ECTS, Πτυχίο)

**In English:** Business Studies (4 Years/240 ECTS, BBA)

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

## Programme 2 – Master of Business Administration

**In Greek:** Μεταπτυχιακό στη Διοίκηση Επιχειρήσεων (18 μήνες/90 ECTS, Μεταπτυχιακό)

**In English:** Master of Business Administration (18m/90 ECTS, MBA)

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

## Programme 3 – Business Administration

**In Greek:** Διοίκηση Επιχειρήσεων (3 Έτη /180 ECTS, Διδακτορικό)

**In English:** Business Administration (3y/180 ECTS, PhD)

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

**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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].**

## **A. Introduction**

Due to the COVID-19 crisis, the EEC team was unable to travel to Cyprus for an on-site visit of the Department of Management and Marketing of the School of Business (European University Cyprus). The documents sent to the EEC team together with the links to video’s and other digital sources, the efficient and effective guidance of the DIPAE CY.QAA (and specifically of its Education Officer, Mrs. A. Prokopa) enabled the team to fully and completely do the assessment according to the rules and regulations of the CY.QAA agency. A detailed agenda of the on-line (virtual) visit (Doc.600.4) is send to the DIPAE CY.QAA separately.

The EEC examined and verified (i) the correspondence of the programmes under evaluation with the academic requirements of each level (including the appropriateness of the admission criteria and the threshold of enrollment for the 1<sup>st</sup> level BBA, 2<sup>nd</sup> level MBA and 3<sup>rd</sup> level PhD) and (ii) the correspondence of the content and delivery of the programmes, as well as students’ assessments to the European Qualifications Framework (EQF).

The EEC came to the conclusions that the programmes under evaluation complied with this framework.

In summary, the EEC team wishes to share the following observations:

- (i) the EEC was impressed by the professionalism of the School, the University and the professionalism of the CY.QAA agency;
- (ii) the EEC was equally impressed by the strong collective vision, mission and ambition of the School, its faculty, staff and students. The “connectedness” and the “team spirit” of the School with its internal and external stakeholders is exemplary;
- (iii) the EEC commends the School and University for its state-of-the-art (world class) infrastructure and facilities;
- (iv) and, last but not least, that the School and University’s ambitions and the quality of the educational programmes offered invited the EEC to go “beyond” the assessment of compliance and to further advice the School and University on continuous improvement and strategic opportunities.

As a conclusion of the visit, the EEC made ample observations of compliance by the School and University to the requirements, rules and regulations of the CY.QAA and commends the School for

- (i) the high quality of its “flagship” programme, the Bachelor in Business Administration/Business Studies and the way this program fully embeds the mission, vision and ambitions of the School and University;

- (ii) the ambitions to strengthen the research quality as the basis for its current and planned Master and Ph.D. programmes;
- (iii) the connections and dynamic interactions the School has and maintains with the industry (external stakeholders) with respect to both education and research, and
- (iv) with the School and University professional strategic planning.

The EEC identified the following areas for improvement, given the School and University's outspoken ambitions, given the potential and the strategic opportunities and challenges the School faces. The EEC encourages the School to continue the "road to progress" by:

- (i) strengthening the research output quality by the use of explicit, transparent, quantitative and ambitious targets and performance indicators with respect to research;
- (ii) formalizing this research ambition through increasing the bar with respect to research output quality when it comes to the minimum requirements (i) for Ph.D. graduation and (ii) promotions/career development;
- (iii) furthering internationalization through strategic alliances, exchange programs and/or agreements for its faculty, Ph.D. students and students (Erasmus+) and through (future) international accreditations. The pursuit of higher research quality output will leverage and facilitate such alliances and agreements (virtuous circle);
- (iv) increasing the visibility of and (internal and external) communication about the many best-practices, highly quality offerings (student services, social life, student, faculty and staff wellbeing, ...) and innovative approaches to education in general the School already puts in place.

#### A. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Prof.dr. Philip GMC Vergauwen</b>	Dean	Solvay Brussels School of Economics and Management, Belgium
<b>Prof.dr. Pedro de Faria</b>	Full Professor	Dept. Innovation Management & Strategy, Faculty of Economics & Business, University of Groningen, Netherlands
<b>Prof.dr. Maik Hammerschmidt</b>	Department Chair	Dept. Marketing & Innovation Management, Faculty of Business & Economics, Georg-August-Universität Göttingen, Germany
<b>Mr. Panos Ntoas</b>	Student (MBA)	University of Cyprus, Cyprus

#### B. 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*
  - *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.*

## **Findings**

In general and taking into consideration the above listed standards, the EEC confirms that for all three programmes under evaluation:

- (i) The culture of quality assurance is deeply rooted in the organization: the procedures for quality assurance of the programmes involve the whole School and its constituents (faculty, staff, students and external stakeholders);
- (ii) Design and development (launching, changing, internal evaluation) of the programmes is very much a collective effort and in line with the School's strategies, the needs of society, etc.) resulting in well-designed programmes consistent and coherent with developments in society (labour market, digital technologies, etc.);
- (iii) The study programmes support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills) and show balanced student workload (in line with ECTS) and pass/graduation rates;
- (iv) The cycle 2 and 3 programmes are taught fully in English and ensure opportunities for international students to participate in these study programmes;
- (v) The information related to the programmes of study is publicly available.

To conclude, the content and the delivery of the programmes correspond to the European Qualifications Framework (EQF);

## **Strengths**

### *Business Administration*

- (i) The BBA program truly is the “flagship” program of the School: offering four concentrations with almost full “customizability” is a strong plus;
- (ii) The programme embeds the mission and vision of the School in an exemplary way and offers students a state-of-the-art education in business administration resulting in high employability (87% of the graduates have a job related to their studies after 6 months of graduation);
- (iii) Student services offered are of high quality and broad scope: the School’s ecosystem (interaction with industry, centers of excellence, labs for experiential learning) fully supports the learning experience;
- (iv) The programme has a mature AoL (assurance of learning) including internships, science shop projects, etc ...

### *Master of Business Administration*

- (i) The programme embeds the mission and vision of the School in an exemplary way and offers students a state-of-the-art education in business administration resulting in strong career opportunities;
- (ii) Student services offered are of high quality and broad scope: the School’s ecosystem (interaction with industry, centers of excellence, labs for experiential learning) fully supports the learning experience;
- (iii) The programme has a mature AoL and the connections with the industry (through applied research projects and guest lectures assure specific learning outcomes of the master programme.

### *Business Administration*

- (i) Although the PhD programme is still very young, faculty has adequate (international) experience in research to supervise and deliver high quality PhD graduates;
- (ii) The programme is well-structured and operates well-defined processes;
- (iii) The connections with the industry and the School’s vision on “contribution to society” leads – expected – highly employable PhD graduates in both academia and the industry.

## **Areas of improvement and recommendations**

### Areas of improvement and recommendations for Business Administration

As stated above, the BBA is a very strong programme. Increasing the interactivity of students, more focus on group work in class may be identified as a way to further strengthen the program. Furthermore, the EEC does encourage the School to scale up its marketing (and branding) efforts for this programme and to, more specifically, strengthen internal and external communication about the programme, its achievements and opportunities for students.

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

Given the School’s (international) ambitions, the further development and growth of the master programme(s) is crucial. The EEC strongly encourages the School:

- (i) To maintain and strengthen the connection between research and education for the master programme(s): the explicit use of more academic articles, next to textbooks, in master programmes would be an improvement;
- (ii) To maintain and strengthen the requirement for individual scientific/academic work (either through a Master thesis, multiple scientific/academic (applied) research projects and/or a capstone assignment that encompasses the skills and competences needed for critical and analytic thinking;
- (iii) The six compulsory pillar courses “hide” other learning components (normally identified as separate courses): this is in itself an innovative and comprehensive approach, but can be better communicated to prospect students;
- (iv) To (further) differentiate the master programme(s) in line with the School and University’s vision and mission, i.e. the sharpen the “unique selling position” of its master programme(s) by making use of the School’s strong connections to the industry (e.g. science shop) and by leveraging its position as regional and international leading School.

Areas of improvement and recommendations for Business Administration

The young PhD programme is still at its early stages of development. Given the School’s ambition to be (internationally) recognized as a research-with-impact (contribution to society) School delivering high quality PhD graduates, the School is highly recommended to:

- (i) strengthen the opportunities for its PhD students to have international experiences (conference attendance, PhD student exchange (stay abroad)
- (ii) to “raise the bar” with respect to expected scientific/academic research output required for graduation, i.e. to increase the expectations beyond the 1 SCOPUS article publication (where quality should prevail on quantity), i.e. align with the FT50 criteria for research output;
- (iv) seek and develop (international) alliances with other research-intensive Schools to further leverage and strengthen the research efforts of its faculty and PhD students.

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

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

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

## **Sub-areas**

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

### **2.2 Practical training**

### **2.3 Student assessment**

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

### **Standards**

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

## **2.2 Practical training**

### **Standards**

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

## **2.3 Student assessment**

### **Standards**

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for 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**

For the three programs under evaluation and taking into consideration the above listed standards, the EEC finds that:

- (i) The student-centered approach is fully embedded in the way the School monitors its teaching staff and their teaching and assessment methods on objectives and intended (individual) learning outcomes and in the way students' different abilities, learning needs and learning opportunities are taken into consideration when conducting educational activities;
- (ii) The School encourages bottom-up innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities by leveraging its strong connections with the outside world (industry) and ensuring that theory and practice are interconnected;
- (iii) The School successfully uses new technology and facilities to make the teaching process more effective: the School's response to the COVID-19 crisis is ample proof;
- (iv) The School offers many ways for practical training (projects, science shop, internships, ...) and students are actively **involved in research through such assignments**;

To conclude, the EEC finds that students' learning and its assessments correspond to the European Qualifications Framework (EQF)

### **Strengths**

A particular strength of the School is its PER procedure to assure high quality of teaching and achievement of learning goals and objectives. The PER procedure involves the whole community and ensures the programmes to remain aligned with and help achieve the strategic goals with respect to academic excellence, employability, research with impact and engagement with industry. Another strength (best practice) is the "family" approach to learning, teaching and research: faculty, staff and students are closely connected and students very much appreciate the "personal" touch to their experience at the School.

### **Areas of improvement and recommendations**

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

The School is encouraged to even more effectively communicate to students (internal) and to industry (external) the unique features of the learning experience and all the services offered to support that experience. Successful communication will result in a further increase of the appreciation by the stakeholders and make the School more visible. It would also avoid students missing the opportunity to take full advantage of the School's offerings.

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

The School is recommended to increase its efforts to attract international students for its Master programme. The EEC encourages the School to sharpen its "unique selling proposition" by translating its mission and vision even more explicitly in the learning outcomes of the programme and by maintaining the strong connection between education and (applied) research.

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

As already stated above, crucial for the further success and international recognition of the PhD program specifically and the School’s research reputation and international recognition in general, is that:

- (i) The School should (gradually but consistently) raise the bar for research output (quality);
- (ii) The School engages in training and support activities that positively effect publications in high quality international journals;
- (iii) The School seeks international research-focused collaboration offering the PhD opportunities for a stay abroad.

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

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

**3. Teaching staff (ESG 1.5)**

<p><b><u>Sub-areas</u></b></p> <p><b>3.1.Teaching staff recruitment and development</b></p> <p><b>3.2.Teaching staff number and status</b></p> <p><b>3.3.Synergies of teaching and research</b></p>
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<p><b>3.1.Teaching staff recruitment and development</b></p> <p><u>Standards</u></p> <ul style="list-style-type: none"> <li>• <i>Institutions ensure the competence of their teaching staff.</i></li> <li>• <i>Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.</i></li> <li>• <i>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.</i></li> <li>• <i>The teaching staff is regularly engaged in professional and teaching-skills training and development.</i></li> <li>• <i>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.</i></li> <li>• <i>Innovation in teaching methods and the use of new technologies is encouraged.</i></li> <li>• <i>Conditions of employment that recognise the importance of teaching are followed.</i></li> <li>• <i>Recognised visiting teaching staff participates in teaching the study programme.</i></li> </ul>
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### **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.*

### **Findings**

Considering the above listed standards, the EEC finds that for the three programmes under evaluation:

- (i) the members of the teaching staff are sufficiently supported with regard to the development of their teaching skills;
- (ii) teaching and research performance (and its interconnection) is adequately assessed (including students' assessments of the teachers);
- (iii) the School involves visiting teaching staff nationally and internationally and has systems to monitor the collaboration between permanent and temporary/visiting staff.

### **Strengths**

The programmes under evaluation share the same strengths with respect to delivery and assessment. Faculty and staff is qualified to deliver the research and education at international standards.

### **Areas of improvement and recommendations, specifically for the Master and PhD programmes**

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

The EEC encourages the School to be more specific, transparent and ambitious with respect to research output assessment by making use of hard, quantitative output measures with respect to quality and quantity of research. Such transparency and formal acceptance of clear targets and objectives will further increase the overall quality of staff (faculty) recruitment (nationally and internationally) and further clarify the requirements for career development and promotions. This culture of "measuring high quality" will have positive effects on the performance of faculty and PhD

students and enhance the School's (inter)national standing, reputation and recognition, which in line with the School's strategies and ambitions.

Rather the identification of a challenge the School faces or will face, than an area of improvement, concerns the need for growth in terms of core faculty when the School pursues a strategy to offer more master level programmes. Such growth, however desirable and part of the School's strategy to grow internationally, necessitates successful recruitment and sufficient (financial and human) resources. As a private university, an increase in external funds and a commitment by the University to allow the School to further grow will be/is necessary.

Areas of improvement and recommendations for Business Administration

See above

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

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

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

<p><b><u>Sub-areas</u></b></p> <p><b>4.1.Student admission, processes and criteria</b>  <b>4.2.Student progression</b>  <b>4.3.Student recognition</b>  <b>4.4.Student certification</b></p>
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**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.*

### Findings

For all three programmes under evaluation, the EEC finds that:

- (i) The admission requirements for the study programmes are appropriate and clearly communicated;
- (ii) The procedures of recognition for prior learning and work experience are adequately ensured, including the recognition of study results acquired at foreign higher education institutions;
- (iii) The certification of the HEI accompanied by a diploma supplement is in line with European and international standards.

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

Sub-area	<b>Non-compliant/ Partially Compliant/Compliant</b>		
		<i>Business Administra tion</i>	<i>Master of Business</i>

			<i>Administration</i>	
<b>4.1</b>	Student admission, processes and criteria	Compliant	Compliant	Compliant
<b>4.2</b>	Student progression	Compliant	Compliant	Compliant
<b>4.3</b>	Student recognition	Compliant	Compliant	Compliant
<b>4.4</b>	Student certification	Compliant	Compliant	Compliant

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

### Sub-areas

**5.1. Teaching and Learning resources**

**5.2. Physical resources**

**5.3. Human support resources**

**5.4. Student support**

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

#### Standards

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

### **5.2 Physical resources**

#### Standards

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

### **5.3 Human support resources**

#### Standards

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

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

#### 5.4 Student support

##### Standards

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

##### Findings

For the three programmes under evaluation, the EEC finds that 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 is state-of-the art and recognized as such by all internal and external stakeholders;

##### Strengths related to all three programmes

The EEC commends the School and University for:

- The way student learning (student counselling, flexibility of the study programme, etc.) is supported (best practice);
- The way the School has eye and ear for the special needs of students (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.).

##### Areas of improvement and recommendations

No specific areas for further improvement identified

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

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

## Additional for doctoral programmes (ALL ESG)

### Sub-areas

**5.5. Selection criteria and requirements**

**5.6. Proposal and dissertation**

**5.7. 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.*

### Findings

With respect to the PhD programme, the EEC finds that:

- (i) The scientific quality of the PhD thesis is adequately ensured, but can and should be further strengthened by increasing the requirements with respect to (the quality) of articles published before graduation (see above);
- (ii) There is a clear link between the doctoral programmes of study and the needs of society: the School's general approach to research and research impact and the interconnections with the industry (for research projects) is consistently embedded in the PhD programme learning objectives and deliverables;
- (iii) The value of the obtained degree outside academia and in the labour market is expected to be shown when more students have graduated, but everything seems to be in place to achieve this.

### Strengths

See above

### Areas of improvement and recommendations

See remarks above with respect to research output quality and quantity measurements and requirements and with respect to international collaboration in the context of research in general and the doctoral programme in particular.

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

<b>Sub-areas</b>		<b><i>Non-compliant/ Partially Compliant/Compliant</i></b>
<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

### **C. Conclusions and final remarks**

As a conclusion, the EEC made ample observations of compliance by the School and University to the requirements, rules and regulations of the CY.QAA.

Main commendations:

- (i) the high quality of its "flagship" programme, the Bachelor in Business Administration/Business Studies and the way this program fully embeds the mission, vision and ambitions of the School and University;

- (ii) the ambitions to strengthen the research quality as the basis for its current and planned Master and Ph.D. programmes;
- (iii) the connections and dynamic interactions the School has and maintains with the industry (external stakeholders) with respect to both education and research, and
- (iv) with the School and University professional strategic planning.

Identification of the main areas for improvement:

- (i) strengthening the research output quality by the use of explicit, transparent, quantitative and ambitious targets and performance indicators with respect to research;
- (ii) formalizing this research ambition through increasing the bar with respect to research output quality when it comes to the minimum requirements (i) for Ph.D. graduation and (ii) promotions/career development;
- (iii) furthering internationalization through strategic alliances, exchange programs and/or agreements for its faculty, Ph.D. students and students (Erasmus+) and through (future) international accreditations. The pursuit of higher research quality output will leverage and facilitate such alliances and agreements (virtuous circle);
- (iv) increasing the visibility of and (internal and external) communication about the many best-practices, highly quality offerings (student services, social life, student, faculty and staff wellbeing, ...) and innovative approaches to education in general the School already puts in place.

**D. Signatures of the EEC**

<i>Name</i>	<i>Signature</i>
<b>Prof.dr. Philip GMC Vergauwen</b>	
<b>Prof.dr. Pedro De Faria</b>	
<b>Prof.dr. Maik Hammerschmidt</b>	
<b>Mr. Panos Ntoas</b>	

**Date:** December 12, 2020