Doc. 300.1.1

Date: 25-5-2021

External Evaluation Report

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

- **Higher Education Institution: University of Nicosia**

- **Town: Nicosia**

- **School/Faculty (if applicable): Business School**

- **Department/ Sector: Marketing**

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

  In Greek:

  Δοίκηση Μάρκετινγκ

  In English:

  Marketing Management

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

- **Programme's status:** Currently Operating

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

A. Introduction

This part includes basic information regarding the onsite visit.

Due to COVID-19 travel restrictions the evaluation of the BBA Marketing Management at the University of Nicosia (UoN) took place virtually via a Zoom meeting coordinated by Mr. Avramis Despotis. The virtual meeting took place on May 21, 2021.

We were supplied with several documents beforehand which included the internal evaluation of the program, a list of compulsory and elective courses together with their description and faculty qualifications, among others. During the meeting we were given presentations by faculty and management (the rector, the dean of the Business School, the Head and vice Head of the department, the Head of the QA committee, and so on. Moreover, our committee interviewed members of the faculty teaching staff, a group of undergraduate students, administrative personnel related to admissions, registration, library facilities, and other admin support. We found the presentations, the discussions and the documentation to be thorough and very helpful in enabling us to understand the program structure, its management and the wider context. We were also provided with a number of virtual presentation of classes and premises in Nicosia. Again, these were helpful in allowing us to better assess the infrastructure of the University and its offerings to the student population.

Our overall impression of the submitted material is that it conforms to the assessment requirements stated by the CYQAA and contains the desired documentation and information, and we acknowledge all the efforts that have gone into the production and presentation of the material.

The faculty, administration and school leadership were generous with their time, and we appreciate their hospitality.

B. External Evaluation Committee (EEC)

Name	Position	University
Dimitrios Kousenidis	Professor	Aristotle University of Thessaloniki
Christos Kolympiris	Associate Professor	University of Warwick
Dionisis Philippas	Associate Professor	ESSCA School of Management
Lito Zymaride	MBA student	University of Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*

- *At the beginning of each assessment area there is a box presenting:*
    (a) *sub-areas*
    (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
    (c) *some questions that EEC may find useful.*

- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

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

Strengths

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

Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*

- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*

- ***The report may also address other issues which the EEC finds relevant.***

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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*

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

1.3 Public information

Standards

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

1.4 Information management

Standards

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

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

You may also consider the following questions:

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

Findings

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

The undergraduate program of BBA Marketing Management is a 4-year, full-time program and requires 240 ECTS. In overall, the program is very well structured, its objectives are in accordance with the overall strategy of the University but also with international academic practice and the intended learning outcomes stem from and are consistent to the content of the program. The purpose, objectives, and learning outcomes are clearly communicated and well-justified.

The structure and content of the BBA program include an appropriate number of core and elective courses. It consists of compulsory courses (up to 108 ECTS) and elective courses with specific pathways (Sections), practical training and assignment, which requires 240 ECTS credits to graduate. There are electives from different disciplines (for example, general management, economics & finance, marketing, etc.) providing this way students with valuable options and indeed the BBA programme itself but also the faculty appear to steer students towards the modules that best fit one's interest and qualifications. Students should follow a section offered with elective courses. The course content and the assessment system are uploaded to online platform.

The expected learning outcomes of the program are known to the students from the beginning of the semester through the course syllabi, the course outlines, the website of the University and its electronic platform. The AoL are clear and evaluated through DACs, a practice that many universities are following worldwide. Overall, the program seeks to prepare students for key roles in Marketing and Management for profit and non-profit organizations in the global competitive business environment.

The admission criteria are adequate and indeed the University as well as the Department have made the strategic decision to keep these criteria at a high level who enrol in the program every year. Along the same lines, the selection criteria are consistent with the vision of the University, to maintain its strong reputation.

Quality assurance mechanisms are present and fairly well-aligned with international standards. There is a number of quality assurance mechanisms and formal policies for the development and the management of the program of study. Importantly, formal quality assurance mechanisms are accompanied by informal processes which also appear to be working quite well. Moreover, the Head (coordinator) of the programme is very capable, with appropriate expertise and committed to the successful fulfilment of her role.

Moreover, the program reflects the four purposes of higher education of the Council of Europe that is, 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.

Strengths

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

In summary, the strengths of the program are as follows:

1. Following international experience, the Department is employing visiting professors from both academia and job market to teach to the program.

2. The program provides textbooks and reference books for all the courses, one reference and 2-3 suggested textbooks or academic books. These books can be found in the library.
3. The UoN has a long experience in delivering educational programs in BA level. Previous programs as well as current programs in different campuses were also accredited by the Ministry's former accreditation process.
4. A number of the faculty teaching staff have highly adequate academic and practical experience which ensures a good balance between theory and practice. Moreover, all the teaching staff are Ph.D. holders with research profiles and long teaching experience.
5. The quality of teaching personnel and their involvement in high-level research
6. The quality of university facilities for teaching, learning, and student support
7. The potential to appeal to a wide range of international students, align with the increasing demand for suitable marketing studies
8. The potential to connect to public and private sector employers in the management sector, broadly defined.

The information related to the program of study is publicly available. The assessment system and criteria regarding student course performance are clear, adequate and well-communicated to the students. The course syllabuses and course outlines clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance. The Department (and the University in overall) had a very fast response to Covid-19 digital transformation using tools like online teaching platforms, electronic libraries, online courses, and so on.

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.

While in broad terms the program of study is adequate there is space for improvement. Below, the committee suggests some key elements to put in attention:

1. Following mostly UK experience, we encourage the Department to employ more external (visiting) lectures from academia and the job market in a more regular base to teach and contribute to the development of the program. This is a noteworthy effort, and the EEC applauds the Department's efforts towards that end.

2. The focus of the curriculum is both in academic and on practical matters as illustrated by the reading material. This is aligned with the local market requirements that the program is targeting. In fact, the EEC encourages the faculty to incorporate into the modules courses that are in the core of academic knowledge so that the students can link their hands-on knowledge with more higher order thinking.

3. The international dimension of the program is strengthening over time and one way to accelerate that progress is to be inviting more visiting professors from abroad who could help in the development of the quality of the program and in the strengthening of the research profile of the program and staff through collaborations.

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

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

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

> **Sub-areas**
>
> **2.1 Process of teaching and learning and student-centred teaching methodology**
> **2.2 Practical training**
> **2.3 Student assessment**

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

Standards

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

2.2 Practical training

Standards

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

2.3 Student assessment

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

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

You may also consider the following questions:

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

Findings

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

There is a comprehensive teaching methodology and mechanisms. The Department has given appropriate consideration to the overall teaching and learning design and delivery of the proposed program. The program is built with student needs and job market trends in mind. Overall, the educational process comes across as well-structured, effective and well-implemented. There are well-documented academic procedures involving the Program Coordinator, the teaching staff and the students. There are no apparent problems or difficulties in the management of the program. The BBA programme successfully applies the ECTS.

The assessment system and criteria regarding student course performance are clear, adequate and well-communicated to the students. There is good evidence of structured and well-organized taught material (lecture presentations, good blending of theoretical material and practice, etc). All teaching material are readily available to student.

Strengths

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

1. A number of committees ensure proper delivery of module material and constitute an important means the department maintains consistent quality standards.

2. The Business School is following the international practices of assessments under the evaluation of well-known recognised accreditations (e.g., AACSB). This helps the AoL to be coherent and adequate, using tools like DACs, specific LO expectations and how they are fulfilled, and so on, which is beneficial for the student experience.

3. Through the Cyprus-wide library network, students have the opportunity to access databases that would be difficult to access otherwise. This is particularly relevant when designing programs meant to offer key resources to students.

4. In general, the EEC feels that the program is fully managed by the academics in charge and there are no inappropriate non-academic interventions. The programme guarantees a friendly environment between students and teaching/ administrative staff.

5. The faculty pointed out that they can have access to all case studies, tools, etc., that a specific course might need to be taught in an appropriate way.

6. The students interviewed by the Committee highlighted they are quite satisfied with the quality of the program. They have also indicated that communication with faculty members and the administrative team is open and part of the culture of the staff.

7. Some new courses-improvements have been made to enrich the content of the programme.

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

There is evidence of a solid assessment and a LO process with well-documented criteria. The EEC believes that there are no major issues related to the programme for the present time. However, the EEC believes that the programme can be tightened up and become more competitive in the future following the changes required for the accreditation processes.

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

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

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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.

During our meeting with the teaching staff, we interviewed full-time professors. All of them have adequate qualifications especially when considering the fact that the program is an undergraduate one. All of them hold Ph.D. degrees from high ranked institutions and are active in research (i.e. they are very active with publications, attending conferences and have a good understanding of the value of doing research for an academic institution).

During the interview the majority of the faculty participated actively in the discussion. They gave us examples of how they teach, how they use the resources (i.e. case studies) in teaching, the support they have from the University and all the outcomes the University expects from them. The EEC got insights on the working conditions of the faculty, the promotion process, the faculty's thoughts and suggestions which eventually feed into the present report as a means to improve working conditions.

Overall, the EEC is satisfied by the willingness of the faculty members to participate in the conversation and to highlight the procs and cons.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.
1. The Department appears to have reasonable teaching loads which is adjustable as the faculty member moves upward the ranks.

2. The Department encourages research activities in a number of ways including support for conference attendance and such activities can augment staff's professional development.
3. Research activity appears to be seen favourably for promotion and this creates additional incentives for staff development.
4. There appears to be a good balance between young and experienced faculty members.
5. It seems that the outcome of teaching is being monitored and taken seriously by the Department and that any issues or problems are professionally and effectively taken care of. There is also a good process of evaluation of the faculty by both students and the Head of the Department.

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 Department (and the University in overall) could invest more in resources that could help the faculty to conduct quality research. The acquisition of databases such as Bloomberg could enhance and intensify the research activities of the faculty. While such activities may turn out to be prohibitively expensive, it can also be complementary means to augment the research activities of the faculty while it can generate revenues in research and reputation.   The Department and the University in overall, should be clear about the promotion process and provide the quantifiable measures of how a faculty member can be promoted over the professorship ranks. The current flexibility in the promotion criteria is somewhat understandable given the different contributions of each faculty member to the program. However, some standardized criteria should be introduced as well. For instance, these could include a specified number of research publications in high calibre journals following international journal lists such as the ABS list in the UK. However, the Dean of BS has ensured us but also al the profs during the teaching staff session that they have started this process and we are convinced of the good job that will be done. As a last, it was not clear whether funding support is provided on a need to basis or whether there is a research budget per faculty member at the start of each academic year for attending conferences or fees in general for conducting research.

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

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

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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*

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4.4 Student certification

Standards

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

You may also consider the following questions:

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

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

The EEC discussed with students inquiring why they decided to join this specific programme at this (specific) institution, asked them to describe their experiences and to present to us what they liked and what they thought could be improved. The students were open in expressing great satisfaction with the University/Department.

They listed the admission process, the academic support, 2 of them came from other institutions and mentioned how they found the assistance they needed (recognized ECTS, etc.), and another prime reason they decided to join the UoN was its reputation.

The students highlighted that the UoN is accommodating when it needs to be, that they are satisfied with the modules and with the infrastructure of the university. They also noted that the Department/University is active in helping them find jobs and overall, they did not raise any serious red flags.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.
1. The Department is student-oriented and when needed it aids students in finding academic support and accommodation.
2. The students are well taken care of by the University and the Department.

3. The Department and its programme seem to perform well as the local students as they think that they obtain good-quality education for their employability in Cyprus especially as it relates to Marketing management.

4. The University offers scholarships on a competitive basis and this truly stands out. It helps the University to attract top students, maintain its reputation and fulfil its role as an academic institution.

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.

As mentioned above, the student experience at the Department/University is very satisfactory. Still, there are two areas of improvement which should be feasible to implement, as suggestions.

1. Some students somewhat highlighted the internships and wished to have more opportunities for practical internships. To that end, the Department could form more activities to strengthen that part such as open days, invite professionals, and/or connect through institutional processes past graduates with current students (alumni).

2. The pathways are well structured, and it is a strong component but perhaps the Department could consider increasing the credits allocated in order to give more careful and strength this part. The students mentioned that, if so, it might increase the motivation of the students to engage more heavily with research and perhaps lead them at an even more increased rate to pursue dissertation that would communicate more to the private sector – a process that could further enhance the reputation of the Department.

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

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

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

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- *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.

Due to the Covid-19 pandemic and travel restrictions, the EEC did not have the opportunity to visit the premises of University of Nicosia. The view of the EEC related to facilities, teaching, physical and human support resources is primarily based on the internal report, the videos links provided, discussions with the faculty, and personal experience of EEC members. Overall, the EEC believes that University of Nicosia offers adequate resources and a wide range of services to both students and teaching staff (e.g., access to library material also online, IT infrastructure, administrative support, career services, counselling and mental health support, accommodation, and so on). In terms of human capital support, the Department and the University offer opportunities for internationally recognized research, conference attendance, research, professionals visits and seminar series. There is an adequate

number of experienced and well-educated staff that supports the smooth operations of the program under evaluation.

Strengths

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

The EEC would like to stress the following:

1. Members have formed the clear impression that the leadership team of the Department is committed to providing a high-quality program in the important interface of marketing and management, and to enabling students to seek rewarding careers in the public and private sector.
2. In terms of personnel and staffing, the EEC also notes the ethos and zeal of the supporting staff to recruit and educate students from diverse backgrounds and to cater to any special needs relevant for the completion of the program and launch of a career.
3. From the discussion with the faculty and supporting staff, the committee noted that the Department was able to migrate teaching activities online when circumstances related to the pandemic dictated so. This is a testimony to the resilience of the university and of its people. It can also point to ways of better communication with an international body of potential students and of graduates in the future.
4. The library exceeds expectations in a university environment and serves as a focal point of knowledge for students, faculty, and the broader community.

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.

No further suggestions in this part. A recommendation is for the University, as a whole, to put some effort to obtain international databases (in terms of datasets and media coverage) where the future accreditations will ask for. The School and the Department should benefit from this access in the future and be specialized into databases, statistical and econometric software related to the learning goals of the program.

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

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

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*

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

You may also consider the following questions:

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

Findings

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

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

D. Conclusions and final remarks

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

This BBA program Marketing Management, especially in its new incarnation with focused updates in some courses, has great potential to appeal both to Cypriot and international students interested in careers in Management and Marketing both in profit and non-profit entities. In the era following the financial/fiscal crisis in Cyprus but also due to the current pandemic, the focus of this program should be attractive to many but also needs to be communicated, locally and internationally, with targeted marketing efforts. This is achieved to a great extent by the University and the faculty/ administrative members enrolled with the program.

The EEC has identified numerous strengths in the various sub-areas listed above and few minor issues were made concrete recommendations for specific improvements with a view to meeting these objectives. Rather than summarizing, we prefer to refer the reader to the bullet lists in the relevant sections of this report. In overall, the EEC believes that this BBA program is a very good program, within an academic institution and, for the purposes of this evaluation, that the program should be considered COMPLIANT in all the areas.

E. Signatures of the EEC

Name	Signature
Dimitris Kousenidis	
Christos Kolympiris	
Dionisis Philippas	
Lito Zymaride	

Date: May 25, 2021