

Doc. 300.1.1

Date: 18 February 2023

External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**
University of Nicosia (UNIC)
- **Town:** Nicosia
- **School/Faculty (if applicable):** School of Business
- **Department/ Sector:** Management
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Διοικητική Πληροφοριακών Συστημάτων (240 ECTS, 4
έτη, πτυχίο)

In English:

Management Information Systems (240 ECTS, 4 έτη,
Bachelor of Science)

- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**



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].

In Greek: Concentrations

In English: Concentrations

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A. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee was briefed at the lobby of the Cleopatra hotel by Ms. Natasa Kazakeou, Education Officer at the Agency of Quality Assurance and Accreditation in Higher Education, and then accompanied to the University of Nicosia.

The External Evaluation Committee was joined by the senior leadership team of the university, the faculty and department where the programme on evaluation sits. They received presentations from the Rector, the Dean of the School of Business, the Head of Department and Programme Coordinator, the Director of Academic Affairs. The programme was presented by the programme coordinator, Professor Despo Ktoridou. In the afternoon, the External Evaluation Committee visited the facilities of the university.

Members of the External Evaluation Committee were able to ask questions throughout these presentations and there was an interesting and informative dialogue. Following this the External Evaluation Committee was able to have separate meetings with full time faculty and students of the BSc Management Information Systems.



B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Michail Michail	Student	University of Cyprus
Alexeis Garcia-Perez	Professor, Chair	Coventry University
Jussi Kangasharju	Professor	University of Helsinki
Matti Rossi	Professor	Aalto University School of Business
Name	Position	University
Name	Position	University

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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.**

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

- 1.1 Policy for quality assurance
- 1.2 Design, approval, on-going monitoring and review
- 1.3 Public information
- 1.4 Information management

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*

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

1.3 Public information

Standards

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

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

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

Findings

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

The Management Information Systems (MIS) major, provided by the Department of Management within the Business School. The programme is a specialisation that combines Information Systems, Computer Science, Management and Economics. The programme is a well thought out combination of computer science courses and technology management and general business subjects. According to the programme description, “the program is designed to equip students with the necessary technical knowledge, management, problem solving, organizational and communication skills necessary for them to manage the design and development of systems-related solutions for companies.” The programme in our opinion fulfils the promises given in the description.

The programme has been recently redesigned, and it now contains practical and theoretical modules on management and several courses that provide hands on training in current topics in Information Systems (IS), such as Virtual Reality/Augmented Reality (VR/AR), emerging technologies and IPR. These are accompanied by more traditional systems management and development courses. The programme design is excellent and follows the best practices of combining digital technology and business studies. The courses are in logical order and can be followed in a timely manner.

The teachers are qualified. External experts in special topics, such as IPR law and consulting, should continue to be used in relevant courses to the degree allowed by international accreditation bodies.

The programme uses the existing standards from UNIC for quality assurance, student feedback, approval and review process and IT support. There are mechanisms in place to detect plagiarism and process fraud cases. These have gained importance in the remote learning environment and with the arrival of advanced AI tools that can be used to produce e.g. case responses.

Strengths

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

The programme design is balanced and there seems to be a good mix of common core skills and more advanced new technology, business model and technology management courses.

There is some degree of flexibility towards the end of the programme to choose a topic area to concentrate on.

The programme coordinator is very well liked by the students and faculty, and this is a great asset for the programme.

The programme is kept current by having topics that are brand new, like VR/AR/metaverse.

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 collection of key performance indicators should be made more systematic.

There are some illogical prerequisites on courses. Students noted that there are pre requisites for some advanced courses that one cannot include to the programme. There should either be an exemption for them, or these need to be dropped. It is recommended that for any course that is listed in the programme specification, students are able to meet all the prerequisites.

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

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

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

Sub-areas

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

2.2 Practical training

2.3 Student assessment

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

Standards

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

2.2 Practical training

Standards

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

2.3 Student assessment

Standards

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

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

You may also consider the following questions:

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

Findings

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

UNIC is a young institution as a University, with just over 15 years of presence as a HEI in Cyprus and a significant volume of international activity. In this period, UNIC has developed a significant portfolio of programmes delivered both online and on a face-to-face basis, and supported by a range of teaching, learning and assessment methodologies, processes and tools. UNIC students receive a range of training and support (e.g. administrative support, software training, Careers Support Centre, etc.). For the teaching process, the faculty receives support by UNIC's Pedagogical Support Unit (PSU) and the e-Learning PSU (ePSU), the Technology Enhanced Learning Centre (TELC) and the School of Education. These units provide professional development seminars and workshops for all faculty, as well as tailored learning support for faculty members and programs, on a needs basis.

According to the institution's quality standards and indicators, each course has a course syllabus, course outline and study guide available to students. The course syllabi are available on the institution's website and the lecturers distribute course outlines to students registered in the courses. Study guides provide a structured and continuous communication, explicit guidelines and supportive tools on a weekly basis. The institution's policy for lecturers requires them to be responsible for updating their material. At the beginning of each semester, lecturers are required to submit/re-submit the course materials for these to be made available on-line. A new course outline – with updated reading materials, textbooks, cases, etc. must be submitted and uploaded, as well as any other course materials, such as lecture notes, case studies, etc. Accuracy is maintained through inspection of the materials for relevance by the Course leader, programme coordinator or the Head of the Department. The UNIC library then updates the materials to be made available to the students in response to any changes in the course outlines.

Innovative teaching methods are used in educational activities and the teaching staff is using technology in order to make the teaching process more effective. Theory and practice are interconnected in teaching and learning through different means: lecturers who come from industry (provided they have a degree higher than the programme they contribute to); guest lecturers; and a number of collaborations with partner institutions in the form of internships.

All the above are ensured through the periodic surveys from learner's side and the communication with the program coordinator from the teacher's side. Feedback from students is taken into account for reviews and updates of the different programmes. Students are active members of the Quality Assurance processes. Students are then informed of actions implemented in response to their feedback.

The BSc Management Information Systems was reengineered in 2019 to have a comprehensive coverage of Information Technology, Business and Management elements. Significant efforts are made by the faculty for the programme to remain current –for example, the Data Mining course has now been replaced by a more innovative Digital Transformation Management.

In addition to transversal skills that apply to the student body, assessment takes a variety of forms in line with the nature of the different courses and the need of individual students. While most courses utilise exams, presentations, participation in classroom discussions, some courses have practical assessments such as industry-led projects or business-oriented projects. Additionally, the teachers work to ensure that students actively engage in learning opportunities created by work in groups including students with different levels of capability –frequently rotating the leading role within each group; and flipping the teaching & learning process in a way that students take a leading role in the delivery of some lectures and discussions, where appropriate.

Strengths

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

The programme is designed in line with international standards of teaching and learning with respect to pedagogical methods, modes of delivery, and particularly the variety of learning outcomes derived from the coverage of the programme. The process of teaching and learning takes into consideration the specific students' needs, which are identified by the university at the application stage and communicated to the teachers in due course. Teaching methods, tools and material used in teaching are modern, effective, and support the use of modern educational technologies. The programme presents a balanced mixture of practical and theoretical teaching hours, with a significant input from practitioners.

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.

The teachers have the necessary skills to deliver the range of subjects covered by the programme. They are overall perceived by students as knowledgeable, enthusiastic, friendly and approachable.

Students find the combination of technical and business and management skills gives them an edge when compared to other programmes.

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.

Computing and programming skills are perceived as the hardest to acquire by students who do not have a technical background. It is important that students' different abilities in computer programming are considered seriously through some preparatory exercises. The EEC notes that the issue has been highlighted by other programme reviews. It is therefore recommended that a strategy and tools be put in place to support new students in achieving the basic level of programming skills to perform well from early stages of the course.

Students highlight that the enthusiasm and the approach to teaching and learning (particularly in terms of their involvement in the process) varies by teacher.

The workload and level of difficulty in some pieces of assessments (e.g. projects and final exams) does not always match the weight of that assessment towards the overall grade for the course.

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

Sub-area	<i>Non-compliant/ Partially Compliant/Compliant</i>
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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.

The programme has a good portfolio of teachers with different degrees of academic experience, practical experience, and teaching competence. The mix of professors from different subject areas seems to be in balance and allows for a reasonable workload. Nearly all of teachers have a PhD from their field of teaching and the degrees are from good and respected institutions. The qualifications of the teachers clearly meet the objectives of the programme and its planned learning outcomes.

The use of external experts in special topics is a good practice and should be encouraged if this is kept within the standards set by the accreditation bodies. Fast moving field and new technologies and methods require industry connections both for expertise and for being able to use the new digital technologies in the classes.

The teachers of the programme have the pedagogical and subject matter competence needed to fulfil the programme needs. The teachers have pedagogical training and students are in general satisfied with the pedagogical aspects of the courses. The teachers are competent researchers and there is a good ratio of younger and more experienced teachers. Most of the teachers have current research on areas that they are teaching, and several have published their pedagogical research. The overall number of publications by teachers of the programme has increased significantly over the last five years.

Student feedback is collected systematically, and it is reported to the teachers and programme coordinator.



Strengths

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

The gender balance of teachers is very good.

The teachers are proactive in introducing current topics into the courses and portfolio. This is very important in a rapidly developing field.

Most of the teachers have current research on areas that they are teaching, and the overall number of publications has increased significantly over the last five years.

The students have in general very positive feedback on the courses and teachers.

Feedback is collected from the students and the small cohort size and the closeness of students to the programme coordinator allow for rapid direct feedback.

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 students commented that teachers in all subjects should teach relevant and new material especially in rapidly developing subjects and all of them should show enthusiasm towards their subject.



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

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

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

Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

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

You may also consider the following questions:

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

Findings

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

Student admissions follow a clearly set criteria, admitting students in both Fall and Spring semesters with a target of 20 new students per semester. The main admission criterion is a High School Leaving Certificate or equivalent qualification with minimum grade 17/20 or 85/100. In addition, admission can consider additional professional certifications, such as ECDL Certificates and Microsoft Certificates. However, as the main target audience of the programme are fresh high school graduates, applicants with previous professional experience and certificates have not been common. Tuition fees are set separately for EU citizens (including Cypriot citizens) and non-EU citizens. These are clearly published as well. A provisional admission with a grade lower than 17/20 was explained to be possible with a condition of sufficiently good performance in the first semester, however, this was also not a very common case and was not explored further.

The typical number of students admitted in one year across the two admission cycles was around 10-15 students per year, with the majority starting in the Fall semester. Both the university and the programme have procedures in place to monitor student progress and these enable early intervention in cases of issues with progress in the studies. Students are allowed to re-take failed exams, but there seemed to be some inconsistencies as to when a re-examination was allowed and when re-taking the whole course was required, especially with project-based courses. The prevailing economic situation over the past few years had forced some students to take leave from their studies, but these cases were known and support was given to them to assist in their return to studies. The programme so far graduates 5-6 students per year.

Recognition of previous experience was appropriate, shown for example in the consideration of professional certifications in the admissions process. Mobility is offered through the university's Erasmus+ partners and can be included as a part of the studies.

Student certification processes are in place and are appropriate. In addition to providing a certificate on paper, the certificates are available online through a university website and they are also published onto a blockchain for easy permanent storage and access. A diploma supplement in accordance with the European standards is provided to the students upon graduation.

Strengths

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

Although the individual student cohorts are somewhat small, the EEC considers this an asset as it enables the programme to be in very close contact with all students and monitor their progress more effectively. The spirit of community within the programme, both among the students and teachers but also between them, was very apparent during the visit and the EEC considers this to be a very strong positive aspect of the programme.

The programme has successfully managed to attract both local and international students, creating a good mix of competencies and experience in 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.

The number of students in the programme is quite small and slightly larger student cohorts would strengthen the programme and give a more solid base. The programme is still relatively young so this issue may rectify itself over time, but broader advertising of the programme could also help.

Graduation rates are low and should be monitored and processes should be improved to ensure a higher graduation rate in the future. Again, this may rectify itself over time, but the programme should pay attention to the reasons behind delayed or interrupted studies, and act when feasible.



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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
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

- *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.

A.G.P. M.R. MM JK

Teaching and learning environments are easily accessible and of good quality. The classrooms are sufficiently equipped. In addition, the university also provides a virtual learning environment and Moodle is actively used in the programme. Proctorio was adopted during the COVID pandemic and continues to be used effectively to support assessment. The library provides a good amount of resources, both physically and virtually.

Student support is at a very good level and many different services are offered to the students, for example the Centre for Research and Counselling Services, Student Success Centre, Student Affairs Department, Academic Advising and Support Departments etc. Together all these various services provide a very good support for students in their studies and study-related issues.

In addition, there is extensive pedagogical support from the Pedagogical Support Unit. The services offered to the teaching staff cover providing support for both classroom teaching as well as e-Learning courses.

Student support in general is at a very good level with many different services provided to the students. These services cover areas such as student and academic counselling, tutoring, student advising and support for new students. Student mobility is offered through Erasmus exchange programs. Based on the comments from the students, the EEC got the impression that the students may not always be that well aware of all the possibilities offered to them.

The university also offers peer tutoring where students in later semesters are paid to assist students in earlier semesters when they have difficulties with their courses. The EEC considers this to be a very good initiative from the part of the university.

Strengths

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

Overall student support is at a very good level and provides many services to students.

There is good pedagogical support for faculty for developing their teaching.

Peer tutoring from the older students is a very good practice and should be further developed.

The EEC believes that the university has adequate mechanisms to provide the necessary assistance to students with disabilities.

Areas of improvement and recommendations

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

The student comments during the visit indicated that the students were not always aware of the services offered to them by the university and the programme. Clearer (and repeated) communication to the students about the services would be needed as well as a clearer demarcation between the services offered by the university and the programme (e.g., academic advisor, faculty tutor, etc.), as these seemed unclear. The same applies to the students' awareness of opportunities for internships.



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

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

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

6.1 Selection criteria and requirements

6.2 Proposal and dissertation

6.3 Supervision and committees

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*

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

You may also consider the following questions:

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

Findings

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

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

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

Click or tap here to enter text.

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

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

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.

The BSc Management Information Systems programme of UNIC is compliant. The programme of study is timely and relevant. Its objectives and learning outcomes are well aligned. The programme is sound, informed by research and the recent technological advances in digitalisation and their impact on business and management.

The programme has a good portfolio of teachers with different degrees of academic experience, practical experience, and teaching competence. The mix of professors from different subject areas seems to be in balance and allows for a reasonable workload. Most of the teachers have current research on areas that they are teaching, and several have published their pedagogical research. The overall number of publications by teachers of the programme has increased significantly over the last five years. The teachers, particularly the programme coordinator, are overall perceived by students as knowledgeable, enthusiastic, friendly and approachable.


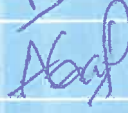


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Student support in general is at a very good level with many different services provided to the students. These services cover areas such as student and academic counselling, tutoring, student advising and support for new students. Student mobility is offered through Erasmus exchange programs.

Overall, the EEC was impressed by the quality of the programme and its delivery. The programme has successfully combined technical and business and management subjects to provide a very relevant portfolio of skills with solid employment opportunities. The comments from the students and alumni confirmed this impression.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Mr Michail Michail	
Prof Alexeis Garcia-Perez	
Prof Jussi Kangasharju	
Prof Matti Rossi	

Date: 18 February 2023