

Doc. 300.1.1

Date: Date.

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

- **Higher Education Institution:**

College of Business Studies Cyprus (CBS)

- **Town:** Nicosia

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

- **Sector:** Business Administration

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

**In Greek:**

Μεταπτυχιακό στη Διοίκηση Επιχειρήσεων [1- 1.5  
ακαδημαϊκά έτη, 90 ECTS, Μάστερ (MBA)]

**In English:**

“Business Administration” [1- 1.5 academic years, 90  
ECTS, Master (MBA)]

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

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

- **Concentrations (if any):**

**In Greek:** Concentrations

**In English:** Concentrations

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].

## Introduction

*This part includes basic information regarding the onsite visit.*

The on-site visit took place on Thursday, the sixth of February, 2025. It involved a number of meetings between the committee members and various internal and external stakeholders and activities that aimed to provide a better understanding of the programme and the practices of CBS.

The visit started at 09:00, with a brief introduction of the members of the External Evaluation Committee, followed by a meeting with the Head Internal Quality Committee (Emily Tsikkou), the MBA Director (Kyriakos Petrou) and a Students Representative (Marina Loizidou) that lasted until 11:30. During this time, the College and the programme were presented.

The committee then met with the teaching staff of nine appointed lecturers who teach nine of the 10 courses (11:30-12:30), two external stakeholders and two part-time members of staff in a meeting with external stakeholders (13:30 – 14:15), seven students and four graduates (14:15-15:00) and five members of the administrative staff (15:00-15:30). The final part of the information gathering involved a visit to the premises of the institution (15:45-16:15).

The visit ended with a meeting between the EEC members, to sum up and discuss for any additional clarifications and concluded with an exit discussion with the Head of the Internal Quality Committee (Emily Tsikkou), the MBA Director (Kyriakos Petrou) (17:00 – 17:30).

## A. External Evaluation Committee (EEC)

| <i>Name</i>                     | <i>Position</i> | <i>University</i>         |
|---------------------------------|-----------------|---------------------------|
| <b>Ernst Verwaal (Chair)</b>    | Full Professor  | University of Leuven      |
| <b>Cleopatra Veloutsou</b>      | Full Professor  | University of Glasgow     |
| <b>Christiana Anastassiadou</b> | Student Member  | Open University of Cyprus |
| <b>Name</b>                     | Position        | University                |
| <b>Name</b>                     | Position        | University                |
| <b>Name</b>                     | Position        | University                |

## B. 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:*
  - *is a part of the strategic management of the program.*
  - *focuses on the achievement of special goals related to the quality assurance of the study program.*
  - *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*
    - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
    - *integrates employer surveys to adapt to evolving workplace demands.*
    - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
    - *is published and implemented by all 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*
  - *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*

- *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
- *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*
  - *collaborates with industry experts for curriculum development.*
  - *conducts joint reviews with external academic specialists to maintain academic rigor.*
  - *performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.*
  - *establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.*
  - *conducts regular feedback sessions with local community leaders for societal relevance.*

### 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*

*In addition, the program has established mechanisms of transparency & communication to ensure that*

- Professional bodies validate program descriptions and outcomes.
- Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- Industry-specific & societal information is regularly updated with expert inputs.
- Alumni testimonials are included for a realistic portrayal of program outcomes.

## 1.4 Information management

### Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
  - *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*
  - *industry trend analysis.*
  - *feedback mechanisms from external partners/stakeholders*
  - *data exchanges with professional networks*
  - *employer insights concerning career readiness*
- *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?
- How and to what extent are external stakeholders involved in the quality assurance process of the program?
- How is external stakeholder feedback gathered, analyzed and implemented?
- In what ways do external stakeholders assist in making program information publicly available?
- How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment 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.*

The college has a formal status, and all the information is publicly available. There is a college mission and main goals and the MBA's main purposes, educational objectives, and learning outcomes. The different sets of mission/goals/objectives/outcomes are overlapping or show no distinctiveness of the levels of targets in the hierarchy (educational objectives/learning outcomes). In the college there is an Internal Quality Committee, with no specific committee for this programme. Given the small size of the college this approach makes sense. There are activities and outcomes related to the Internal Quality Committee's expected and produced work, but no hard evidence of this was shared.

An External Advisory Panel for the MBA programme was mentioned. The 2 external stakeholders we talked with and were not part-time employed from the college as lecturers, one of them listed as a member of the External Advisory Panel, were not involved in the redesign of the MBA and not aware of the major structural changes in this programme when they were asked. The involvement of external stakeholders seemed to be ad hoc. There is no evidence of employment surveys, but this could be related to the makeup of the students – who are already employed and relatively few. The MBA graduates are few so far. The ones we came in contact with were speaking very highly about their experience in the college and from the programme.

Significant changes in the programme structure have been suggested at this time, in relation to the previous review – clearly demonstrating that the programme is reviewed. Some of the suggested changes are linked to the feedback from the previous External Evaluation Report and well implemented by CBS. Some explanations were provided on procedures employed that led to other changes in the programme structure, including benchmarking with other MBA programmes. These employed procedures were, however, not clearly mapped and communicated in the application. Feedback from internal and external stakeholders is used ad hoc in the redesign of the programme. There was no evidence that the institute systematically surveys the market and external stakeholder needs and take them into account in course design and delivery.

## Strengths

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

Evidence of programme redesign and constant development. A clear advantage for a specific and local target market, that is managers with a busy schedule. Established contacts with the industry, both through the alumni and various other business contacts.

## 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 a need to clearly present what the programme aims to achieve and carefully consider the alignment of what is suggested for the programme with the college level aspirations.

Set formal procedures to involve stakeholders and alumni. The External Advisory Panel should regularly and systematically be involved in decisions about the MBA programme. Develop systematic procedures to secure aspects like industry trend analysis, feedback mechanisms from external partners/stakeholders, data exchanges with professional networks and employer insights concerning career readiness are properly captured and ready to use in decision making. It will be helpful to keep records of the progress of the graduates after the completion of their studies. A follow-up survey of their employment and career progress every 2-3 years will be a good way to get relevant information that can also be used in programme related decisions.

Developing formal processes that should be followed on course change decisions will be helpful. Given the globalisation of the markets and that Cyprus is linked with Europe, thinking more internationally during colloquium development could help the programme. If the college decides to target international students, there will be a pressing need to employ a more international/global perspective on the programme structure.

Given that the MBA's main purposes, educational objectives, and learning outcomes and the list of courses offered might be revised, the mapping of the program and specific course outcomes might also need to be updated.

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

| Sub-area |  | <i>Non-compliant/<br/>Partially Compliant/Compliant</i> |
|----------|--|---|
| 1.1      | Policy for quality assurance                     | Compliant   |
| 1.2      | Design, approval, on-going monitoring and review | Partially compliant                                     |
| 1.3      | Public information                               | Compliant   |
| 1.4      | Information management                           | Partially 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.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

### **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.*

- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

## 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.*
  - *The time allocation for each assessment task is explicitly stated in course outlines, ensuring students are aware of the expected workload.*
  - *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

*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.*

The process of teaching and learning is flexible, student-centred, incorporating many different forms of delivery and assessment contributing to students' development.

The teaching methods used are modern. The teaching materials are, in some occasions, very dated in terms of academic content. Many courses did not have any sources published in the last five years in their reading list. Many courses only listed textbooks and did not incorporate work published in journal articles (especially conceptual work for this level) and well-established outlets targeting practitioners, such as Harvard Business Review or California Management Review.

There are established procedures to cater student complains. The student support for non-academic matters is appropriate and organised through a psychologist associated with the college. There is no dedicated advisor of studies, but the MBA director acts like one – an approach possible because of the small number of students in the programme. There is more emphasis on the development of practical skills.

The assessment is well designed, incorporating individual and group assessment and procedures to ensure that group assessment also weighs the contribution of each group member. Innovative teaching methods and diverse and innovative assessments are employed.



### Strengths

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

Very good in the development of practical skills

Very good in the development of team work and interaction.

### 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 the number of students in the programme increases, formal appointment of advisor of studies is advisable – since the MBA director is unlikely to be able to also perform this role with a larger student cohort.

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

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

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

#### Sub-areas

**3.1 Teaching staff recruitment and development**

**3.2 Teaching staff number and status**

**3.3 Synergies of teaching and research**

#### **3.1 Teaching staff recruitment and development**

##### Standards

- *Institutions ensure the competence of their teaching staff.*

- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

### 3.2 Teaching staff number and status

#### Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

### 3.3 Synergies of teaching and research

#### Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *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 CBS has a competent teaching staff and a clear process for recruitment and development. However, a relatively small part of the staff consists of full-time employees and they teach two modules (out of 9) in the programme. Moreover, not all staff members have completed their education at the PHD level. Students in MBA programmes still need to develop core academic skills even though this is not explicitly mentioned in the educational objectives of the programme. The development of academic skills should primarily be the responsibility of research-active staff with a PHD qualification.

The teaching/administrative workload for the staff is a maximum of 12 hours, which is normal for a college. However, the committee noticed that some of the part-time staff, through positions at other institutions, teach more than 20 hours a week in total. Such high teaching loads raise questions about the time to maintain the courses and their knowledge at the appropriate level. The literature lists of some of the courses show some outdated references.

### Strengths

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

Highly motivated staff with both academic and industry experience. They combine that effectively in their teaching approach.

### 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.*

Increase the number of full-time staff and increase the number of professors with PhD degrees and specialised in the area of their teaching. Develop a full registration of the teaching load of professors both inside and outside of the institution. Update the literature for the courses on a regular basis.

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

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

The evaluation committee had extensive discussions with students and alumni about their learning experience at CBS. The students expressed great satisfaction with their learning experience, particularly the flexible schedule and practice-orientated teaching approach of the programme. The admission requirements for the study are appropriate and transparent. Currently, the student body consists mostly of students from the public sector. The students expressed that they consider interaction with a diverse body of students as an important part of the learning experience.

##### Strengths

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

CBS has pre-defined regulations and processes regarding student progression. Appropriate procedures are in place to ensure coherent recognition in line with European and international standards.

### 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.*

CBS may consider offering the program in English or developing a more internationally oriented programme in addition to the programme in Greek to increase the number and diversity of students and the number of students from the private sector and foreign students. This can enhance student interaction, experience and network opportunities.

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

| Sub-area |   | <i>Non-compliant/<br/>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.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

*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.*

There is ease of accessibility as a broad range of learning aids and tools are used. At the same time, process resources are adequate and appropriate. The infrastructure is suitable to support the curriculum. There is regular communication between specialised administrative staff and students about the services provided. The institution provides full support and covers the needs of the student population.

### Strengths

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

Application of mobile technology. There are new computers available for student. Classes are convenient and have modern faculties such as beamers and electronic white boards. Administrative staff are qualified, motivated and work closely together to support the students. Learning is focused on a theoretical and practical level. This strong interaction between the theoretical and practical levels is an important strength of the program. This observation is confirmed by both internal as external stakeholders of CBS.

### 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.*

Access to books and academic journals can be improved. Currently CBS is working at access at the school to the University of Cyprus library. When this facility is offered the students will have full access to the relevant resources from the school. Access to OpenAthens will allow the students to have online access and will further help the development of complementary distance learning facilities. Lectures may be recorded so they can be reviewed by the students at different moments in time, and this can further strengthen the flexibility of the programme.

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

| Sub-area |                                 | <i>Non-compliant/<br/>Partially Compliant/Compliant</i> |
|----------|---------------------------------|---|
| 5.1      | Teaching and Learning resources | Partially 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?
- Are the criteria reflected in 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.*

N/A

### Strengths

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

N/A

### 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.*

N/A

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

| Sub-area |                                     | <i>Non-compliant/<br/>Partially Compliant/Compliant</i> |
|----------|-------------------------------------|---|
| 6.1      | Selection criteria and requirements | Not applicable  |
| 6.2      | Proposal and dissertation           | Not applicable  |

|     |                            |                |
|-----|----------------------------|----------------|
| 6.3 | Supervision and committees | Not applicable |
|-----|----------------------------|----------------|

### C. 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 committee thanks the CBS MBA programme management, the academic faculty, support staff, external stakeholders, and students for their effort to inform the committee during the site visit. We also appreciate that the EEC had the opportunity to ask follow-up questions related to the programme. Faculty and the institution more broadly provided a constructive response when it was requested by the committee.

CBS is a quality-driven institution that applies adequate internal quality control and monitoring procedures. Students appreciate the learning experience at CBS. Particularly the way the programme is offered and how theory and practice are integrated into courses. However, the committee has the impression that the procedures to evaluate market trends and stakeholder needs are ad hoc rather than systematic. In staff recruitment and development, some lecturers do not have relevant PHD's, and there is no monitoring of the teaching load of part-time staff across all their employments. This may stand in the way of effectively building synergies between research and teaching, effective programme (re)design, and a clear vision on how individual modules meet market needs and contribute to the students' competence building.



#### D. Signatures of the EEC

| Name                            | Signature |
|---------------------------------|-----------|
| Professor Ernst Verwaal (Chair) |           |
| Professor Cleopatra Veloutsou   |           |
| Christiana Anastassiadou        |           |
| Click to enter Name             |           |
| Click to enter Name             |           |
| Click to enter Name             |           |

**Date:** 07-02-2025