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

- **Higher Education Institution:**  
American University of Cyprus
- **Town:** Larnaca
- **School/Faculty (if applicable):** SCHOOL OF BUSINESS  
ADMINISTRATION AND ECONOMICS
- **Department/ Sector:** MANAGEMENT AND  
MARKETING
- **Programme of study- Name (Duration, ECTS, Cycle)**

#### **In Greek:**

ΜΕΤΑΠΤΥΧΙΑΚΟ ΣΤΗ ΔΙΟΙΚΗΣΗ ΕΠΙΧΕΙΡΗΣΗ (18  
ΜΗΝΕΣ, 118 ECTS, MBA)

#### **In English:**

MASTER IN BUSINESS ADMINISTRATION (18  
MONTHS, 118 ECTS, MBA)

- **Language(s) of instruction:** ENGLISH
- **Programme's status:** New

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].

- **Concentrations (if any):**

In Greek: 1. ΨΗΦΙΑΚΟ ΜΑΡΚΕΤΙΝΓΚ 2. ΔΙΑΧΕΙΡΙΣΗ  
ΥΓΕΙΟΝΟΜΙΚΗΣ ΠΕΡΙΘΑΛΨΗΣ 3.

ΧΡΗΜΑΤΟΟΙΚΟΝΟΜΙΚΑ 4. ΜΕΤΑ ΜΟΔΑ

In English: 1. DIGITAL MARKETING 2. HEALTH CARE  
MANAGEMENT 3. FINANCIAL ECONOMICS 4. METΑ  
FASHION

## A. Introduction

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

Due to Covid 19 travel restrictions, the evaluation of the Master in Business Administration-MBA at American University of Cyprus-AUCY took place virtually via a Zoom meeting on January 24, 2022.

Prior to the meeting we were submitted all relevant documents, such as “Application for evaluation-Accreditation program of study” that runs to 155 pages, cvs of the faculty members and we read them thoroughly prior to our meeting.

The Master in Business Administration is a new 18 months face to face program of study which is expected to operate in the Winter / Spring semester of the academic year 2021-22

The EEC had the opportunity to discuss with the Rector Dr Marc Antoine Zabbal, the Director of Academic Affairs Mr Farid Haikal, the members of the Internal Evaluation Committee, the Dean and Coordinator of the Master in Business Administration, Professor Marios Katsioloudes, the Head of the Department Accounting and Finance, Dr Alexandros Garefalakis and the Coordinator of the Programa Finance and Investments, Dr Polina Ellina.

Furthermore, the committee interviewed members of the teaching staff, a group of undergraduate students, as well as postgraduate students, administrative staff in charge of admissions, registration, marketing, library facilities, IT and other administrative support staff. Then, we had a virtual visit of AUCY facilities. More specifically, we were shown the impressive exterior premises, various teaching areas, the library, meeting rooms, the gym and restaurant and cafeteria, and some open areas.

Finally, the internal evaluation ‘Application’ and associated documents, which were submitted by AUCY University and examined, were considered complete, satisfactory and informative.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Silvio Vismara</b>	Professor (Chair)	University of Bergamo, Italy
<b>Dimitrios Gounopoulos</b>	Professor (Member)	University of Bath, UK
<b>Kyriaki Kosmidou</b>	Professor (Member)	Aristotle University of Thessaloniki, Greece
<b>George Aristotelous</b>	Student (Member)	Cyprus University of Technology, Cyprus

## C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
  - (a) sub-areas*
  - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
  - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

### **Findings**

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

### **Strengths**

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

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

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

## 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 members of staff are enthusiastic aiming to provide an appropriate and relevant program for their students. Generally, this is a specific form of MBA with in general good support for students to develop their management skills on academic level. The program has 4 concentrations areas, such as 1. Digital Marketing, 2. Health Care Management, 3. Financial Economics and 4. Meta Fashion.

To graduate from the Master in Business Administration-MBA, students are enrolled for 6 Trimesters full time. The total number of the earned ECTS for the full-time program is 118. In more detail 78 ECTS correspond to the Compulsory Courses, 24 ECTS to the Electives, 10 ECTS to the Applied Graduation Thesis and 6 ECTS to the International Trip. The aim to attract a mix of Cypriot and international students can be succeeded due to the English as the teaching language and the collaboration with the University of Massachusetts.

### Strengths

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

The program is designed based on clear learning goals. The connection to practical context is well developed, although some attention points exist. The staff is committed, info is available, the assessment system is on par and 4 concentration areas and an international trip are offered.

### 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 Committee would suggest to eliminate the compulsory course Management Communication: Speaking and Writing. This is a course that does not exist to the majority of the MBA programs and there is no need to be taught. Moreover, during the Foundation Trimester, the course *Introduction to Statistical Methods* should be replaced by the course *Introduction to Research Methods*, which covers more methods for an MBA candidate student. The course *Entrepreneurship*, during the 4<sup>th</sup> trimester/Year 1 could be replaced by the course *Strategic and Entrepreneurial Management* or even *Innovation and Entrepreneurship*.

The Committee would suggest introducing topics such as *Human Resources Management*, *International Business*, *Financial Reporting Analysis* among the compulsory or elective courses.

Finally, the existence of 4 concentration areas is undue. The Committee suggests the existence of 3 concentration areas such as Financial Economics, Health Care Management and even Digital Marketing and suggest the creation of an MSc in Meta Fashion and not an MBA in Meta Fashion.



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.*

Generally, the findings for MBA are positive. It is well structured, effective and the connection between theory and practice is certainly sought for. The students learn to use academic models and methods and techniques in their projects. The program complies to the EFQ framework. The department successfully applies ECTS.

*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?*

As the program is new and yet there are no students, it was not possible to examine samples of past examination papers. However, it appears that the quality assurance system of AUCY has the capability to capture relevant information for the assessment of the program and to evaluate at regular intervals curricula; courses; admission procedures for students; requirements for enrollment at the University; methods of attracting new students; designing programs; learning outcomes; teaching methods; and organizing academic and administrative staff.

It can be said that the American University seem to be committed on the implementation of an internal system of quality assurance and evaluation based on the guidelines and the European standards for quality assurance in higher education.

### Strengths

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

The learning objectives of the MBA programme are well-aligned with the programme aims and objectives, and there is evidence that they are effectively communicated to the students (for example, through the course handbooks). Moreover, the design of the programme as well as the learning mechanisms are appropriate for the effective delivery of the learning objectives.

The Course Leaders responsible for the programme and the administration associated with the programme are experienced and committed to its delivery. This ensures that the programme can be managed by the academics in charge without inappropriate non-academic interventions. There is also a team of dedicated administrators involved with the provision of various types of student support (library, student visas, accommodation, etc).

The internal quality assurance committees and processes are effective. The quality assurance of the programme of study is ensured through active participation of the academic staff. The procedure

of quality assurance of the programme of study is well documented and communicated in the application material and this information was delivered to the Committee.

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 research support for this program is to be improved. Although some staff members and especially visiting staff publish in good journals also a lot is not so good, or just a small number of publications. This is a crucial development point. We expect more staff members to visit highly selective conferences and publish their journal in top ranked journals.

Since this is a new program, we encourage and propose that the links with the local businesses/market and public authorities must be enhanced on a more stable way. For that special professional seminar can be provided on a tailored made or fixed content way. This is going to improve the employability of graduates. Also the possibility of internships for students could be re-examined at least on an optional basis.

Finally, the Committee suggests that thesis projects will be supervised only by PhD holders (i.e. existence of an MBA would further help) in collaborations with managers in companies.

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

Sub-area		<i>Non-compliant/ 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	Not applicable

### 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.*

There are 20 Faculty members engaged to the MBA program. 13 full-time and 7 part-time. 17 out of 20 are PhD holders, 2 are PhD candidates and 1 is, only, Master holder.

In majority, members of the teaching staff are PhD holders. The members of staff we interviewed seemed to be engaged, professional and with good English language skills.

Moreover, they seemed to be pleased with their working conditions and the overall University working environment. They appeared to take teaching seriously and to be supportive of the initiatives regarding research (i.e. they all seemed to be doing some research and acknowledge the value of doing research for an educational institution. They are committed to make a good effort towards this direction).

The teaching staff require an improvement in relation to the distribution of the 40-40-20 work split. The heavy workload does not allow the required 40% to be dedicated into research. Especially on the master level the staff need their time to produce their research and make the program in line with the latest developments.

### Strengths

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



Members of staff demonstrate high level of enthusiasm towards their teaching. It seems also that members of staff devote efforts to innovative teaching.

The modern premises and facilities of the University enhance both the teaching and learning environment on campus. Although, the University has invested in databases, the committee felt that more investment are required in economic/business scientific databases and journals accessibility since access to those resources would help students and academic staff.

### 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 committee would like to have more information on how research performance is assessed for the academic staff (i.e. and the associated rewards). More generally, while there is evidence of research activity, such as research outputs, more has to be done in terms of improving the quality and quantity of the publication output. AUCY should encourage the “good research” and the publication to top listed journals. That means that AUCY could formally incorporate a certain level of research quality indicators (based on e.g. the ABS Journal Ranking list, permit and rewards achievement of publications in ABS 3, ABS 4 and ABS 4\* journals). Even though the existence of research seminars was pointed out to the committee during the interviews there was no detailed evidence in the internal evaluation report of such research seminars organisations. This is an important aspect of academic life as faculty should present their work to colleagues in order to obtain feedback, a practice that may improve the quality of the research as well as the research related teaching in the institution. The COVID-19 global situation could foster the introduction of virtual research seminars inviting renowned speakers from abroad to present their work with limited costs. It will benefit the course and the recruitment if the Director of the MBA is Graduate of a Leading US/UK/European University as that individual will bring networks and experience.

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	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.*

Since this is a new program which is expected to operate in the Winter / Spring semester of the academic year 2021-22, the EEC could not discuss with students of the program. We discussed with the students of other undergraduate and postgraduate programs and we noticed that they were positive about the school and their studies.

Student admission in general seems to be well arranged.

##### Strengths

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

It seems that AUCY is highly student-oriented. The institution listens to the needs of the local student and professional markets and it addresses these needs within the context of an international UK institution.

The program admission, progress and certification appears to be in line with 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.*

The EEC would suggest to this new MBA program that an attempt should be made to attract students based on their previous academic achievement or their achievement in their professional career (i.e. as it is required a two years of prior working experience).

Moreover, we would suggest that the students complete a feedback questionnaire on the entire programme, by the end of each module and by the time they obtain their degree (i.e. for their overall experience). This would enable the department and the MBA program to obtain a better idea about the student experience on the programme, including progression from trimester to trimester.

For future purpose it would be nice that new MBA students to meet with those near to graduation to seek advice on the course.

An effort should take place in order to create a strong alumni network that would support the future generations.



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.*



Although we did not have the chance to visit the AUCY premises we had a virtual visit and we were able to look at the general facilities of the university, lobby, auditoriums, classrooms, computer labs, common areas, and the library.

We found that all resources are modern, functional and well designed. They are managed by an administrative staff that is dedicated and knows what happens at the institution. All staff have very good English language skills.

Strengths

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

Generally, the MBA program seems to be a well-resourced program with modern facilities offered both to academic staff and students.

Students did not mention the student support since there was no need to get it.

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.*

On the resource and facility side the committee sees no immediate improvement necessary.

The MBA Course Students in international leading institutions have their own private area. This is something that you should aim to create as well in AUCY.

As the fees for the MBA course are higher there should be some additional facilities being provided to them.

**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	Partially compliant
5.2	Physical resources	Partially compliant
5.3	Human support resources	Compliant



5.4	Student support	Not applicable
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## 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?

N/A

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	<b>Non-compliant/ Partially Compliant/Compliant</b>
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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 MBA is a new program of study and complies well to the EQF standards. The Accreditation Committee must make several recommendations for improvement.

We suggested the introduction of new topics at the MBA course list and the replacement of some recommended courses with others, in order to enhance the competitive advantage of the program syllabus.

Moreover, the existence of 4 concentration areas is undue. The Committee suggests the provision of maximum 3 concentration areas such as Financial Economics, Health Care Management and even Digital Marketing and recommends the creation of an MSc in Meta Fashion instead of an MBA in Meta Fashion.

Universities such as Massachusetts Institute of Technology (MIT) have three MBA tracks. Specifically, the Finance Track (1), Entrepreneurship & Innovation Track (2) and Enterprise Management Track (3)

Similarly Imperial College, London does not provide any classifications in its MBA but it splits the program in Global/Evening/Executive. Further the University of Bath has got only one Track, and this is called 'The Bath MBA'.

The committee suggests the AUCY to invite prestigious speakers from leading companies to deliver speeches and inspire the students. Further you may organise students' presentations and those managers may provide comments that will validate their work.

The committee suggests that there should be an effort in order the practical dissertation to take place in companies. This will give the opportunities to the students to apply their knowledge in a working environment and produce a dissertation of high quality. Additionally, this may be the first step of a further employment in a company.

A normal practise in the UK is the institutions to organise employment fairs where the companies come in the University and discuss with the students.

MBA is a special course and for this reason the academics should make extensive use of case studies. Those are being produced by academics in the leading Universities in the U.S. AUCY should purchase those case studies and provide them to the academics.



Another practise from leading institutions is that in the MBA Class the teaching staff are only academics in the Rank of Professor. The committee realises that this is difficult to be achieved in the beginning but in the future this is a practise to be followed.

The committee recommends that the University should promote team works among the students in the MBA. Networks creation is an important part of this course.

You should introduce visits in Highly respected Public Organizations like the Stock Exchange and the Capital market Commission where the students would have the opportunity to see the practical part of their knowledge.



## E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
<b>Silvio Vismara</b>	
<b>Kyriaki Kosmidou</b>	
<b>Dimitrios Gounopoulos</b>	
<b>George Aristotelous</b>	

**Date:** 27-01-2022