

Doc. 300.1.1

Date: Date.

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

● **Higher Education Institution:**

Philips University

● **Town:** Nicosia

● **School/Faculty (if applicable):** Philips University

● **Department/ Sector:** Department of Business
Administration

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

In Greek:

N/A

In English:

Bachelor of Arts Business Studies (240 ECTS), 4 years

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

● **Programme's status:** Currently operating

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: Concentrations

In English: NA

A. Introduction

This part includes basic information regarding the onsite visit.

The EEC review panel had a very informative meeting on the campus of Philips University at Nicosia on Monday February 9, 2026. We were evaluating a currently operating program, BA Business Studies, 4 academic years, 240 ETCS. This was a very well-organized event with considerable attention to detail in the documents made available and the willingness to provide additional documentation when required. We met a large number of university leaders, faculty members, student representatives, representatives of the stakeholder community, and support staff.

The program attracts students from a broad group of countries, especially from Asia, which ensures an international atmosphere and culture on campus and in the classroom. The documentation presented and the Q&A sessions indicate that the Business Studies degree that we were evaluating is excellent in teaching, research and engagement with innovative plans for future development. The degree is subject to ongoing revision in consultation with several external stakeholders, students and faculty making it market ready and robust for labour market requirements. Research facilities and support are up to standard.

Participants in the review, from academics, support staff, students and other stakeholders, spoke in glowing terms about Philips University and the program. The overall atmosphere of the program is very friendly and pleasant. Students are happy and satisfied, and there is a strong sense of mutual respect and collaboration among them. This welcoming environment contributes significantly to a positive learning experience. Of particular mention is the open communication and sense of community in the school. Overall, this is a decent program being delivered at Philips University, with impressive growth figures and potential for future development.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Tammo H. A. Bijmolt	Professor of Marketing	University of Groningen, The Netherlands
Henrikki Tikkanen	Professor of Business Administration	Aalto University, Finland
Auke Hunneman	Associate Professor of Marketing	BI Norwegian Business School, Norway
Elina Mavrikiou	Student	University of Cyprus
Name	Position	University
Name	Position	University

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

- a. Policy for quality assurance
- b. Design, approval, on-going monitoring and review
- c. Public information
- d. 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 BA Business Studies program of Philips University has been in operation for several years and has been reconfigured recently on the basis of input from practitioners. The program is aligned with industry and societal needs. In general, the program seeks to prepare students for jobs within business and management. The program is a 4-year, full-time program and requires a minimum of 240 ECTS. Its objectives are in accordance with the overall strategy and educational philosophy of Philips University and the intended learning outcomes stem from and are relevant and consistent with the content of the program. The purpose, objectives, and learning outcomes are available to current and potential students on the website of the program.

Philips University has developed and implemented a robust quality assurance policy that fosters a culture of continuous improvement and academic integrity. Philips University has a well-established quality assurance (QA) framework overseen by an Internal Quality committee. Policies and procedures are documented in the Quality Assurance Manual and are consistent with CYQAA standards. The university conducts annual internal evaluations and uses student and faculty feedback to inform programme improvements.

Strengths

1. Strong sense of community among faculty, students, and alumni
2. Strong system for monitoring and supporting individual students (Moodle)
3. High faculty/student ratio
4. Design of the program meets industry standards
5. Comprehensive QA framework formally approved by the university
6. Clear documentation of learning outcomes and assessment alignment
7. Regular internal reviews informed by academics and other stakeholders.

Areas of improvement and recommendations

1. Not very clear positioning of the program vis-a-vis other similar business bachelor programs
2. Little diversity in university management and senior faculty composition
3. Little opportunities for students to get practical experience in business (internships, working during studies, real-life cases and guest lectures)
4. The course BSM-443 Artificial Intelligence for Business is offered very late in the program (year 4, semester 8). Since the positioning of the program is around business administration and artificial intelligence, we recommend moving this course to the first or second study year. Students can then

acquaint themselves with this topic early on and build on this knowledge in later stages of the program.

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	<i>Compliant</i>
1.2	Design, approval, on-going monitoring and review	<i>Compliant</i>
1.3	Public information	<i>Compliant</i>
1.4	Information management	<i>Compliant</i>

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

Sub-areas

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

2.3 Practical training

2.4 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.

Philips University has adopted a student-centred education philosophy that prioritizes active engagement, critical thinking, and the personal development of each student.

The Program is well-structured and consists of 4 years with relevant and logical overarching themes for each study year. However, the four themes could be made more clear and used coherently throughout the program, e.g. in names of courses or projects.

Unfortunately, practical training (internships, etc.) is not an integral part of the curriculum. Adding this element would offer students opportunities to apply theoretical knowledge in real-world settings. Current collaborations with business partners enrich the learning experience and prepare students for successful professional careers, but this could be extended in the program.

Student assessment practices are varied and transparent. They are designed to measure learning outcomes accurately and support continuous learning. Assessments are communicated to students in advance. The assessment system and criteria regarding student course performance are clear, adequate and are communicated to the students. The assessment system is diverse and typically consists of assignments throughout the course (30%), mid-term examination (20%) and final examination (50%).

The students and alumni interviewed by the EEC indicated that they are very satisfied with the quality of their program and that they are in contact with faculty on a regular basis.

The presence of a personal advisor for each student is particularly helpful, offering guidance and support throughout their studies. Small class sizes also play an important role, as they allow students to know each other better and enable professors to understand students' individual needs, challenges, and circumstances. The university also provides support to students through office hours, prompt email responses, and a well-organized digital platform where students can access all course materials and lectures.

There is evidence of structured and well-organized lecture material (through Moodle). All teaching material is uploaded to the educational platform used by the university and students have easy access to it.

Strengths

1. The university has a low student-faculty ratio, which ensures a student-centric approach.
2. The program gives students a solid basis for the job market and further studies.
3. The availability of the Erasmus program is a major advantage, as it offers students important opportunities for personal, academic, and professional development through international experience.

4. There is also a strong sense of community across academics, students, and stakeholders.
5. The program uses multiple methods to collect feedback from students and staff, allowing continuous improvement. The fact that this process is anonymous makes it more objective and encourages honest participation. This benefits both students and professors by helping them identify strengths, weaknesses, and areas for improvement.
6. Small class sizes and personal advisor for each student.

Areas of improvement and recommendations

1. We suggest adding more elements to the program through which students can get practical experience, for example internships, real-life cases, and guest lectures. The strongly connected alumni base provides a good starting point for this.
2. We also recommend increasing the diversity (gender and nationality) of the senior faculty base, which would allow students to benefit from a better representation and a larger diversity of perspectives.
3. We also think the program would benefit from a more clear positioning against competing programs. Offering some concentrations by grouping some of the elective courses into specialization areas could help with this.
4. The current program does not include an obligatory final thesis project where learnings from the program are integrated. This could be achieved by introducing an obligatory thesis at the end. Of course, this final project should be of sufficient academic level and could be tied to a company project.

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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	<i>Compliant</i>
2.2	Practical training	<i>Partially Compliant</i>
2.3	Student assessment	<i>Compliant</i>

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

1. *Institutions ensure the competence of their teaching staff.*
2. *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
3. *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.*
4. *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
5. *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.*
6. *Innovation in teaching methods and the use of new technologies is encouraged.*
7. *Conditions of employment that recognise the importance of teaching are followed.*
8. *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

12. *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).*
13. *Scholarly activity to strengthen the link between education and research is encouraged.*
14. *The teaching staff publications are within the discipline.*
15. *Teaching staff studies and publications are closely related to the programme's courses.*
16. *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

Philips University employs qualified and experienced teaching faculty. Most hold postgraduate or doctoral degrees, with professional experience directly related to the courses they teach. The number of faculty is sufficient currently, with several recent hires. If growth of the program(-s) continues, additional faculty members will be necessary in the coming years. Here attention should be paid to recruiting faculty that

increases diversity and research potential. Recruitment and appraisal processes are transparent and merit-based.

Faculty research output now remains rather modest in terms of quantity and quality. However, there is financial support for research, e.g. conference funding and data collection (though the latter is not much used by faculty members).

The university should develop more robust means for research to inform teaching—it is not clear the extent to which this is done now.

The favourable student-to-faculty ratio supports a personalized approach to education and quality learning. Faculty members are approachable, and committed to student success, providing mentorship and guidance beyond the classroom.

Strengths

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

1. All professors hold postgraduate or doctoral qualifications.
2. Sufficient teaching faculty numbers and low student-to-faculty ratio.
3. Faculty demonstrate commitment to student success and availability.
4. Institutional support exists for faculty professional development including for conference visits, improving research output, etc.

Areas of improvement and recommendations

1. Develop more robust means for research to inform teaching—it is not clear the extent to which this is done at the moment.
2. Make better known available funding for teaching-load remission and research conferences. Introduce mechanisms to that faculty take advantage of available conferences and other research related financial support.
3. Cultivate a research culture in the faculty, with regular seminar series of external speakers, research visits and research-oriented workshops and mentoring of research staff toward high quality impactful research.
4. More emphasis on 'high quality' research (published in leading international journals, AJG/ABS 3-4 level journals), by a broader group of scholars. Attract and retain research-oriented faculty members at Philips University.



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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



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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	<i>Compliant</i>
3.2	Teaching staff number and status	<i>Compliant</i>
3.3	Synergies of teaching and research	<i>Partially Compliant</i>

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 admission criteria are adequate and based on well-defined criteria that are in line with the EEC's expectations for such a program. Admission is strongly dependent on national criteria, with little to no additional selection. Admission requirements are transparent and published on the university's website. In

general, the program adopts appropriate standards on several domains. The entry criteria for accepting new students match the criteria of comparable bachelor programs.

The regulations governing the university, department and program operations are detailed and cover a wide range of areas. With regards to the program, there are provisions for student progression, recognition and certification.

Strengths

The strengths of the program are as follows:

1. Excellent monitoring of student progression
2. Detailed and clear admission criteria and procedures
3. Excellent student-faculty ratio, which ensures a student-centric approach
4. Excellent monitoring and follow-up of student progression through the digital learning platform Moodle.

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.

1. One area for improvement is promotion and visibility, as many students seem to discover the university independently. Increased advertising and communication should help attract a wider group of students.
2. If the number of applications increases considerably in the coming years, Philips University might adopt a more stringent selection procedure for this bachelor program.

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	<i>Compliant</i>
4.2	Student progression	<i>Compliant</i>
4.3	Student recognition	<i>Compliant</i>
4.4	Student certification	<i>Compliant</i>

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.

Philips University offers a student-centred environment with access to modern learning resources, including a library (with digital access to journals and books), computer labs, relevant databases, software, and analytics tools. These resources are designed to support a high-quality student experience.

The facilities and buildings are well-equipped and fit-for-purpose. Human support resources and administrative staff are available and responsive to student and staff needs. These professionals provide personalized guidance and contribute to a supportive academic community. Provisions have also been made for the wellness of the students (including mentoring and advisory services from the staff), for the development of the staff (including support in teaching and research) and for the financial support of disadvantaged students through scholarships.

Strengths

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

The strengths of the program are as follows:

1. The broadly shared vision for Philips University in general and this program in particular.
2. Excellent facilities, library and IT resources (Moodle, databases, etc.).
3. Strong commitment of all staff, from president, to dean, teaching and administrative staff in terms of the provisions of facilities and related resources.

Areas of improvement and recommendations

In general, we recommend continuing along the current path. The university has strong growth ambitions, which may jeopardize the high-quality student support and sense of community and belonging that is currently an important strength of the school and this program. However, as long as the faculty and administrative staff grows in alignment with the student body, we foresee no problems regarding this issue.

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	<i>Compliant</i>
5.2	Physical resources	<i>Compliant</i>
5.3	Human support resources	<i>Compliant</i>
5.4	Student support	<i>Compliant</i>

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.

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

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

Click or tap here to enter text.

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

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

D. Conclusions and final remarks

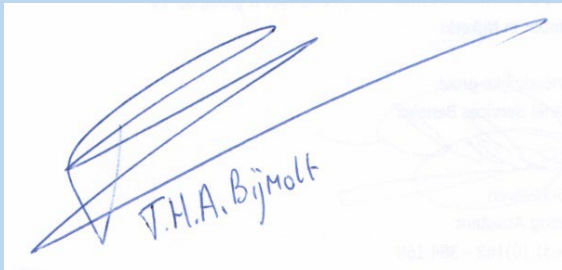
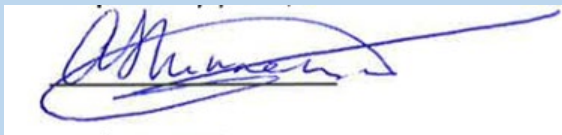
Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The BA Business Studies of Philips University provides an adequate preparation for the job market and aligns with EQF level 6 and CYQAA standards. We recommend re-accreditation without any reservations.

Yet, we have a number of minor recommendations, for which we refer to the sections earlier in this document. Most importantly, the Philips University could:

- Increase gender and nationality diversity of the senior staff.
- Increase interactions between students and business practice.
- Encourage and incentivize higher quality research, and relatedly, more research that has international standing.
- Increase the international visibility of the program.

E. Signatures of the EEC

Name	Signature
Tammo Bijmolt	
Henrikki Tikkanen	
Auke Hunneman	
Elina Mavrikiou	
Click to enter Name	
Click to enter Name	

Date: Feb 10, 2026