

Doc. 300.1.1

Date: 20/7/2022

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

- **Higher Education Institution:**  
Limassol International University Cyprus
- **Town:** Nicosia
- **School/Faculty (if applicable):** Business School
- **Department/ Sector:** Business and Finance
- **Programme of study- Name (4 years full time & 5 years part time, 240 ECTS, Bachelor)**  
  
**In Greek:**  
Προπτυχιακό Πρόγραμμα στη Διοίκηση  
Επιχειρήσεων  
**In English:**  
Bachelor in Business Administration
- **Language(s) of instruction:** English
- **Programme's status:** In preparation (to be launched in the first year of University operations)
- **Concentrations (if any):**

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

**In Greek:** Concentrations  
**In English:** Concentrations

## A. Introduction

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

Due to COVID-19 travel restrictions, the evaluation of the Department of Business and Finance at Limassol International University took place virtually via a Zoom meeting on July 11-12, 2022.

Prior to the meeting, we were submitted all relevant documents such as the Application for Evaluation-Accreditation of the BSc in Business Administration, the Application for Evaluation-Accreditation of the Master in Financial Services, the Application-Accreditation of the Master in Business Administration, and documents that include analytical information about the faculty, the infrastructure, the quality assurance mechanisms and the teaching and research procedures.

The EEC had the opportunity to meet with the Rector Professor Theodore Panayotou, the Vice Rector-designate of Academic Affairs Professor Doron Sonsino, the Dean-designate School of Business and Finance Professor Waldemar Pfoertsch, the Chairperson-designate Department of Business and Finance and Coordinator MBA Dr Paris Cleanthous, the Coordinator of the MSc Financial Services Dr Andrey Afanasiev, and the Coordinator of the BBA Programme Dr Antonis Violaris.

Furthermore, the committee interviewed members of the teaching staff, a group of postgraduate students, administrative staff in charge of admissions, registration, library facilities, IT and other administrative support staff. This was followed by a virtual visit of Limassol International University and CIIM. More specifically, we were shown the exterior premises, various teaching areas, the Library, meeting rooms, staff offices, student accommodation, and some open areas, as well as the new premises at Limassol.

Moreover, the internal evaluation ‘Application’ and associated documents, which were submitted by Limassol International University and CIIM and examined, were considered to be complete, satisfactory and informative.



## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Marc Goergen</b>	Professor (Chair)	IE University
<b>Kyriaki Kosmidou</b>	Professor (Member)	Aristotle University of Thessaloniki
<b>Stratos Ramoglou</b>	Professor (Member)	University of Southampton
<b>Mr Michael Yiangou</b>	Student (Member)	Open University of Cyprus

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

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

### **Findings**

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

### **Strengths**

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

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

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

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

## 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 Bachelor in Business Administration (BBA) is a new programme that will be first delivered to coincide with the launch of the Limassol International University of Cyprus. Although the programme will be new, it is actually the evolution of a pilot programme that ran between 2014 and 2020. This means that the institution is not entering untapped waters since the pilot programme has apparently yielded an adequate understanding about the proper structure and shape of the new programme. More specifically, the academics involved in the development of the BBA devoted a couple of academic years (2020-22) to reflect on the nature of the new programme and how it can be uniquely positioned in the competitive landscape of the Cypriot market. This process was aided by close interactions with local stakeholders and the emergent insight was that this programme should have a focus on digitalization. The academics involved in the development of the BBA believe that this unique focus will make this new programme sufficiently distinctive and thus give it the competitive edge necessary for survival in this crowded market. Finally, it is reassuring that this new programme will be developed within solid existing organizational structures and frameworks that the CIIM has in place thanks to being a pioneer in the Cypriot market for the last few decades.

### Strengths

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

A team of experienced academics

Close links to industry

Focus on timely and state-of-the-art subject matters

### Areas of improvement and recommendations

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

There is scope for improvement in terms of the electives to be offered. There could be a more transparent and reasoned pedagogical rationale behind the electives offered in the 4<sup>th</sup> year as well

as more attention to the prerequisites required for taking them, and an overall reflection on the consistency within the overall pedagogical objectives.

**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.*

The BBA is reasonably well-organized along the key pedagogical pillars of equipping the students with critical thinking and analytic skills. Also, there is a strong emphasis on the development of student creativity and the learning of research methods with potential applications to real-world business problems. From the total of 240 ECTS points, 210 are earned through core courses and the rest 1) either from elective courses or 2) a thesis (of 12 to 15 thousand words). The mode of teaching involves state-of-the-art pedagogical approaches, such as blended learning, flipped classroom and peer-to-peer instruction. Moreover, the courses are planned to consist of relevant educational activities and forms of monitoring student performance such as mixtures of exams with assignments, projects, and class participation. Finally, the mark for the thesis component includes a 20% component of oral presentation.

### Strengths

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

The use of modern and innovative methods of teaching and student assessment  
 The focus on striking a fine balance between theoretical knowledge and practical skills  
 The preoccupation with the equipment of the skills necessary for students to be employable or continue their academic studies  
 A dedicated employability team

### 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.*

Nothing major, except for the issue of electives discussed above. Also, formative forms of assessment could possibly be better captured in the formal documentation, the procedures and public information.

**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	Compliant

### 3. Teaching staff (ESG 1.5)

#### **Sub-areas**

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

#### **3.2 Teaching staff number and status**

#### **3.3 Synergies of teaching and research**

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

#### **Standards**

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

### **3.2 Teaching staff number and status**

#### **Standards**

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

### **3.3 Synergies of teaching and research**

#### **Standards**

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is*

*encouraged.*

- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

*You may also consider the following questions:*

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

### *Findings*

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

There are 16 CIIM permanent academics who will teach in this programme. All of them hold PhD degrees from reputable universities and some of them have impressive academic careers. In addition, there are 8 associate visiting academics (6 of whom hold PhD degrees). Overall, there is a sufficient number of academics with contributions to the academic corpus of knowledge; as such, it is reasonable to expect that this programme will have an adequate component of research-informed education. Most academics involved in the delivery of this BBA are quite experienced and also exposed to the international experience through studies or work in research-intensive universities with strong performance in teaching.

### *Strengths*

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

The quality of the faculty stands out – particularly when compared with competitors offering similar programmes in the Cypriot market.

### *Areas of improvement and recommendations*

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

There is noticeable scope for improvement in the research activities and productivity of the faculty – given that having a strong standing in research is part of the mission of the new institution.



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

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



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

##### Sub-areas

##### 4.1 Student admission, processes and criteria

##### 4.2 Student progression

##### 4.3 Student recognition

##### 4.4 Student certification

#### 4.1 Student admission, processes and criteria

##### Standards

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

#### 4.2 Student progression

##### Standards

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

#### 4.3 Student recognition

##### Standards

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

#### 4.4 Student certification

##### Standards

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

*You may also consider the following questions:*

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

##### Findings

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

Entry requirements are quite demanding yet reasonable for attracting high-quality students: a minimum of 16 (out of 20) for public diplomas, 80 for private schools, an IB of 32 or three A levels with a minimum of ABB. In addition, there is a personal statement required and all applicants should also attend a personal interview. Finally, the student/staff ratio seems quite satisfactory (more specifically, the expectation is to have between 34 and 40 students enrolled in the first year).

##### Strengths

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

Reasonable and transparent selection processes

##### 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.*

Programme directors may want to consider raising the IELTS entry requirement above 5.5.



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.*

This programme will be delivered exclusively via the Limassol campus, once this is ready. Unfortunately, we could not inspect the campus physically since this is still being built. However, it surely looks a major upgrade compared to the existing campus in Nicosia. Accordingly, the planned facilities are expected to offer a much improved learning and social experience to students enrolled on the BBA.

### Strengths

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

The newly developed facilities look state of the art. This will help the new university stand out in the competitive landscape of the Cypriot market.

### Areas of improvement and recommendations

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

N/A

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

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

## 6. Additional for doctoral programmes (ALL ESG)

### Sub-areas

#### 6.1 Selection criteria and requirements

#### 6.2 Proposal and dissertation

#### 6.3 Supervision and committees

### 6.1 Selection criteria and requirements

#### Standards

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

### 6.2 Proposal and dissertation

#### Standards

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

### 6.3 Supervision and committees

#### Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*

- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*
  - *reports per semester and feedback from supervisors*
  - *support for writing research papers*
  - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

*You may also consider the following questions:*

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

### Findings

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

This is not the evaluation of a PhD programme.

### Strengths

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

N/A

### Areas of improvement and recommendations

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

N/A

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

<b>Sub-area</b>		<b><i>Non-compliant/ Partially Compliant/Compliant</i></b>
<b>6.1</b>	Selection criteria and requirements	N/A
<b>6.2</b>	Proposal and dissertation	N/A
<b>6.3</b>	Supervision and committees	N/A



## D. Conclusions and final remarks

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

This new BBA is a promising new undergraduate programme that builds on the experience of the pilot programme (2014-2020), as well as the broader experience that the institution has amassed by being a pioneer in this region over the last few decades. It is also noteworthy that the programme will be delivered on a modern campus that should have state-of-the-art facilities, thus addressing any issues about facilities that the students studying in Nicosia may currently have. What stands out about this programme is its unique focus on digitalization and the participation of experienced and highly qualified academics. In addition, the strong orientation towards employability – evidenced among other things by the summer placements – is an additional strength of this program.

The programme directors may want to consider the following recommendations as a way of improving the programme:

1. Rethink the rationale behind the electives offered (please see comments above)
2. Investigate the possibility of giving students the opportunity of a full-year employment (a gap year in the industry)



## E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Professor Marc Goergen	
Professor Kyriaki Kosmidou	
Professor Stratos Ramoglou	
Mr Michael Yiangou	

Date: 20/7/2022