

Doc. 300.1.1

Date: 20/02/2023

# External Evaluation Report

## (Conventional-face-to-face programme of study)

- Higher Education Institution:  
AUB Mediterraneo
- Town: Paphos
- School/Faculty (if applicable): Suliman S. Olayan  
School of Business (OSB)
- Department/ Sector: Department of Business  
Intelligence and Management
- Programme of study- Name (Duration, ECTS, Cycle)

In Greek:

Programme Name

In English:

**Bachelor's Degree in Business Administration (BBA):  
Management**

- Language(s) of instruction: English
- Programme's status: New
- Concentrations (if any):  
In Greek: Concentrations  
In English: Management




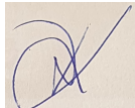
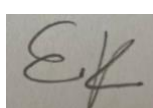
The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation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

## A. Introduction

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

The committee met with all relevant parties throughout the day, starting with the Rector - Head of the Institution and the Vice Rector of Academic Affairs. Excellent presentations were made throughout summarizing key elements of the application and expanding on some core areas. Documentation was at a high level of quality. We also toured the current temporary facilities (which are very high spec), where the department is currently situated until the new build will be up and running.

Throughout our meetings many pointed and clarifying questions were asked and largely addressed and there was wide participation from representatives of the AUBM. What was clear is that this campus in Cyprus is meant to be a mini version of the AUB—Lebanon, which is a very high ranked and quality assured institution. We discussed how the AUBM will be adapted to Cyprus circumstances. The discussions were very helpful to the external committee.



## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Morris Altman</b>	Professor	University of Dundee, Scotland, UK
<b>Dimitrios Kousenidis</b>	Professor	Aristotle University of Thessaloniki, Greece
<b>Patrick Mikalef</b>	Professor	Norwegian University of Science and Technology, Norway
<b>Evangelos Kyriakides</b>	Student	Cyprus University of Technology, 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.*


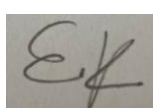
### Strengths

*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

- 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

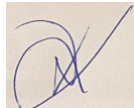
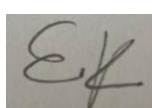
#### Standards

- *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


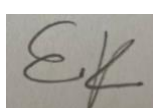
#### Standards

- *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 BBA program of the AUB Mediterraneo is expected to be in operation in September 2023. The program has been designed based on an extensive market research of other existing BBA programs in and outside of Europe. In its present form, the content of the program is similar to that of other competitive programs and shares many similarities with the respective program of study delivered by the AUB Lebanon (parent institution) which has run for more than 100 years. In general, the program seeks to prepare students for leadership roles in profit and non-profit organizations in the global competitive business environment.

The program is a 4-year, full-time program and requires a minimum of 240 ECTS. It is well structured, its objectives are in accordance with the overall strategy of the School and the University and the intended learning outcomes stem from and are consistent to the content of the program. The purpose, objectives, and learning outcomes are available to potential students on the web-site of the program.

The structure and content of the program include an appropriate number of core and elective courses. The program of study consists of 45 courses which are classified into the following categories: (i) Compulsory Core Business Courses (96 ECTS), (ii) Compulsory Business Concentration Courses (30 ECTS), (iii) Free Business Elective Courses (12 ECTS), (iv) Free Elective courses (12 ECTS) and (v) General Education Courses (90 ECTS). In addition, and as a condition for graduation, all students are required to successfully complete two 0 ECTS pass/fail workshops designed to enhance their soft skills.

The admission criteria are adequate. Quality assurance mechanisms are present and fairly well-aligned with international standards. There is a number of quality assurance mechanisms and formal policies for the development and the management of the program of study.

Moreover, the program of study reflects the four purposes of higher education of the Council of Europe that is, preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, and development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base.

## Strengths

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

The program of study is designed so that it enables smooth student progression. In summary, the strengths of the program are as follows:

1. The AUB Lebanon (parent institution) has more than 100 years experience in delivering educational programs in business administration. The programs of the AUB are also accredited by the Middle States Commission on Higher Education (MSCHE) accreditation process in the USA and AACSB.

2. There is a logical sequence and coherence in the program with core modules offered in the first two years of the program. They offer the foundational knowledge required and become a platform on which to stage the rest of the program.
3. Teaching staff in the same discipline work together in the development of the modules, exams and other forms of assessment preparation through a peer review process.
4. Most of the faculty teaching staff has adequate practical experience which ensures a good balance between theory and practice.
5. The internship, as a Compulsory Business course, allows students to connect theory and practice, beyond case studies, while boosting future employability opportunities.
6. The structure of the program follows the European Credit Transfer System (ECTS).

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 program has been developed according to the liberal arts model of higher education and as such, it should be revised on a frequent basis in order to incorporate local traditions and political, economic, and social contexts. Moreover, considering the fact that the program has the requirement to devote two General Education courses to communication skills in the Arabic language, embedding a European context is important, if the program is to develop as a highly competent European program in Business Administration for prospective students from all Arabic-speaking countries of the greater M.E.N.A region.

However, the inclusion in the program of two core courses in the Arabic language may also prove to be a disadvantage as it may discourage non-Arabic speaking prospective students to apply for the program. Therefore, the Department could examine offering these two courses as free electives which in itself will differentiate this program from others offered in Cyprus.

**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



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## 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.*

There appears to be a well-structured and effective educational process. The accreditation of the program by the Middle States Commission on Higher Education (MSCHE) guarantees quality in the educational process. There is also de facto AACSB accreditation. There are well-documented academic procedures involving the Head of the Business Administration Department, the faculty staff and the students.

The assessment system and criteria regarding student course performance are clear, adequate and are supposed to be communicated to the students at the beginning of the course. The assessment system is course work (including at least three assignments), mid-term examination and final examination.

There is good evidence of structured and well-organized taught material (lecture presentations, good blending of theoretical material and case studies, independent study, etc). All teaching material is uploaded to the educational platform used by the University and students have easy access to it.

At present the library has only electronic books, journals, and other such material, but there is enough hard copies of the textbooks recommended for the courses of the program.

### Strengths

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

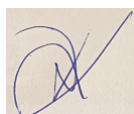
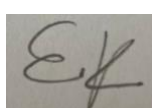
The program compares very positively with relevant programs offered in Cyprus and abroad. The intended learning objectives of the program conform to its aims and objectives and they are effectively communicated in the course handouts. Also, the structure of the program as well as the learning mechanisms appear to be appropriate for the effective delivery of the learning objectives.

The Head of the Business Administration Department responsible for the program and the administration team associated to it are experienced and committed to its delivery. The University's learning management system requires all faculty members to provide students with advisory and mentoring services. There is also a team of dedicated administrators who are involved in the student support processes (library, student visas and accommodation etc).

Internal quality assurance committees and processes, though not yet implemented, appear to be effective. The quality assurance of the program of study is ensured through active participation of the members of the academic personnel, the members of the administrative personnel, and the students. The procedure of quality assurance of the program of study is well documented and communicated in the application material and in the presentations which took place during our visit to the campus of the University.

The program, as delivered by the UOBM is of relatively small size and guarantees a friendly and collegiate environment between students and teaching/ administrative staff. The Lebanese students interviewed by the EEC Committee indicated that they are quite satisfied with the quality of the program and that they have access to feedback and advice from faculty on a regular basis.

### 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 AUB Mediterraneo should make efforts to get links with the local industry/market. This could provide local students the opportunity to find employment after graduation and would add to the industry/market link of the program. Also, potential internships for foreign students to local businesses would add value to the program and would improve the already good reputation of the AUBM in the market.

The program has a small number of free elective courses that the students can take. The students from AUB Lebanon interviewed by the EEC complained that sometimes free elective courses of high demand have no available seats left and they are instructed to take courses that do not constitute their primary choice. The AUB Mediterraneo is not expected to face this problem until it operates in full capacity. However, our belief is that the AUB Mediterraneo should consider increasing the number of free elective courses if the program is to grow in the future.

**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

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### 3. Teaching staff (ESG 1.5)

#### Sub-areas

- 3.1 Teaching staff recruitment and development**
- 3.2 Teaching staff number and status**
- 3.3 Synergies of teaching and research**

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

##### Standards

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

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

##### Standards

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

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

##### Standards

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



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

*You may also consider the following questions:*

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

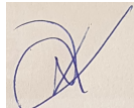
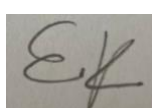
### Findings

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

The application material given to the EEC for the evaluation of the BBA program lists a pool of 38 members of staff from the AUB Lebanon that are willing to be transferred to the AUB Mediterraneo. During our meeting with the nine (9) members of the faculty that were present at the evaluation process, we were assured that all of them are committed to join the AUB Mediterraneo provided that the accreditation process is successfully completed. Moreover, the rector of the AUB Mediterraneo informed us that upon successful completion of the accreditation process, the University will start hiring new academics that will staff the Department of Business Administration.

Our impression is that the transfer of staff from Lebanon is only temporary and many of them plan to return to Lebanon as soon as their posts are filled by new faculty members. Of course such arrangements are not surprising or even worrying given the financial risks associated with the establishment of a "twin" university (which is formally an independent entity) in an unfamiliar institutional and legal environment. However, it is important to ensure that the first cohorts of students should be delivered the high quality teaching that is promised in the application form of the AUB Mediterraneo.

Overall, the faculty members transferred from the parent institution are of high quality both in terms of teaching and research. Most of them have Ph.D degrees from reputable universities around the globe and have a long record of teaching experience and of quality publications. In addition, they seem to be pleased with the working conditions and the overall AUB working environment. They all find research-led teaching rewarding and consider it an integral part of their work duties. Many faculty members have a long presence in the university (+20 years); a strong indicator of employee satisfaction. The staff is categorized into the standard academic ranks and promotion is based



on teaching performance, research performance and administrative work. The balance between tenured and non-tenured (or tenure track) staff is very good and the ratio of students per faculty member is quite low (at least for the parent institution).

### Strengths

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

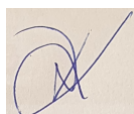
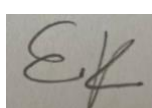
- There appears to be a good balance between young and experienced faculty members. The faculty seems to be well integrated and on good working terms. The experienced faculty have been with the AUB for a long time, which implies a good working environment that is beneficial to the program.
- The strong research profile of the existing faculty members allows for the delivery of research-led teaching.
- The ratio of students per faculty member is small (for AUB Lebanon) which is consistent with the pedagogical ideals in the mission of the university. The rector of the AUB Mediterraneo is committed to sustain this ratio for the new institution irrespective of the growth in the number of students over the following years.
- The AUB follows a student-oriented Liberal Arts Model of Higher Education which according to its mission statement aims at preparing critical thinkers, global leaders, innovators, and responsible global citizens.

### 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.*

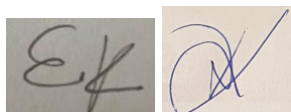

The AUB Lebanon has a standard evaluation process for teaching, which includes evaluation by the students. It is important to note that this process has to be reconsidered for AUB Mediterraneo given the small number of students that is expected to enrol during the first years of operation. In particular, we identify two distinct but not unrelated problems associated to the small number of prospective students. First, the small number of students requires careful consideration of how their evaluations remain anonymous and confidential in practice and what are the most appropriate channels for addressing student concerns.

Second, during the first years of operations when the organization is on a set up process, the number of student complaints is likely to be high. The administration of the university should draw student evaluation processes that are more robust than the usual processes, however without jeopardising confidentiality and without imposing bureaucratic barriers to the department while resolving the issues raised by the students.



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

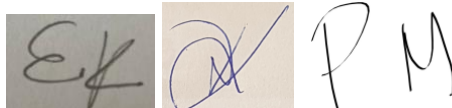
###### Standards

- *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.*

The admission criteria that will be implemented are based on well-defined criteria that are in line with the EEC's expectations for such a program. This applies to the High School grades (or equivalent), the SAT 1 score and the English Language proficiency. The entry criteria for accepting new students and transferring students (who need to complete a minimum of 108 ECTS for the Bachelor Degree) are quite clear and have long been applied in the parent institution.

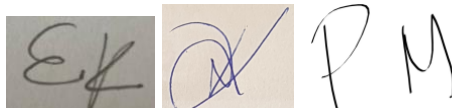
The regulations governing the University, School, Department and program operations are very detailed and cover a wide range of areas. With regards to the program, there are provisions for student progression, recognition and certification.

##### Strengths

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

Early application for admission along with good high-school performance offers prospective students financial benefits in terms of reduction in tuition fees.

The performance of students is monitored in the progress of their curriculum using letters, numbers, and notations on the permanent student record. Grades are being aggregated to indicate the status of the student's progress, the



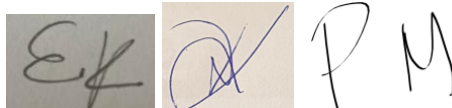
prerequisites that have been met, the overall term average, and the overall cumulative average. This information is available for students in their permanent student record.

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.*

At present, there are no available records of student performance, or distributions of grades across courses.

In terms of certification, the EEC feels that students upon graduation should be granted their degree accompanied by a Diploma Supplement which is a common practice among European Universities. This better places the AUBM in the European context, providing its students with the same opportunities afforded students attending other Cypriot universities.



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	Partially 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.*

The AUB Mediterraneo is a very well-resourced institution. The Rector of the institution stated in his introduction that the AUB is a non-profit organization, and all profits earned are reinvested for educational purposes and for the development of the University. The establishment of the AUB in Cyprus is backed by an investment by the parent institution amounting to 50 million US dollars. This investment is more than enough to facilitate a very good level of teaching and learning resources for students and staff.

At present the AUB Mediterraneo's facilities consist of a leased building in Paphos which is very well equipped, functional and can comfortably accommodate the incoming students of the next few years (this depends on the growth rate of student intake. Moreover, the existing resources are managed by a committed administrative staff who is well aware of the AUB's workings.

A large amount of the money invested by AUB in Cyprus concerns the construction of a new campus in Paphos. This project is still ongoing and is expected to provide first class facilities for students and staff as well as substantial benefits for the local economy and society.

In terms of resources, the AUB Mediterraneo will benefit from the substantial assistance of the parent institution. For example, students in Cyprus would have electronic access to all library services of AUB Lebanon, until the library in the local campus is sufficiently equipped.

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, more importantly, for the financial support of deprived students in terms of reductions in the tuition fees.

### Strengths

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

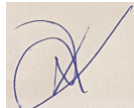
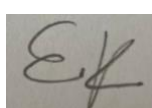
In our meeting with the management teams of the university and of the program, we understood that there is a strategic vision for the future of the program. All persons involved in the development of the program have the perception that things should be balanced between doing everything needed at an operational level and applying a strategic plan for the future which involves the application of procedures for improving the quality of the program, increasing student intake, hiring new faculty, crafting collaborations with local businesses, intensifying research, etc.

The AUB is a non-profit organization with a generous commitment to staff and student welfare. Available resources are adequate and functional, and they are managed by a committed administrative staff who are well aware of the institution's processing.

### 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 administrative staff has been transferred to Cyprus by the AUB Lebanon. All of the staff are of Lebanese origin, with the exception of one recently hired, who is of Cypriot origin. All of the staff is quite familiar with the AUB functions and processes but we are not sure if they are familiar with the Cypriot and European legal framework or of more nuanced local knowledge. This could prove to be dysfunctional when it comes to dealing with local public services for the resolution of certain student or staff matters (immigration, IRS etc). The rector of the university provided evidence that AUB Mediterraneo is in the process of hiring local staff for the administration of the



institution and that soon the administration team will consist mainly of locals. Our suggestion is that priority should be given to student services and HR staff.

**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

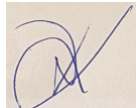
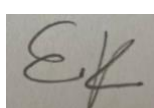
#### Standards

- *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.

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**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		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

## 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.*

In this report, the EEC has provided feedback on the program evaluated. The report includes the main findings, showcases the program's strong points, and suggests ways to improve.

Overall, the EEC was impressed by the amount of preparation that went into the design of the program, the careful thinking about creating a well-structured and organized program and the academic commitment of the coordinators and staff. As it became apparent based on the formal presentations and interviews with teaching and administrative staff, there is a high level of enthusiasm, passion and willingness to make the program succeed.

Nevertheless, the EEC has identified some potential risks and challenges that should be taken into account:

- The teaching evaluation process by the students (adopted by the parent institution) should be reconsidered to ensure that anonymity and confidentiality is not lost even when the AUB Mediterraneo operates with a small number of students.
- The staffing of the Department with permanent academic and administrative personnel should be an issue of priority for the management of AUB Mediterraneo.
- The program has been developed according to the liberal arts model of higher education and as such, it should be revised on a frequent basis in order to incorporate local ethics and political, economic, and social contexts.

The EEC hopes that this feedback will guide future growth and contribute to the success of the program. If the Cyprus Agency of Quality Assurance and Accreditation in Higher Education requires any clarification on the report, the EEC is available to assist. Finally, the EEC would like to express its gratitude to the CYQAA coordinator for his efficient and effective management of the evaluation process.

P M

### E. Signatures of the EEC

Name	Signature
Click to enter Name	
<b>Morris Altman</b>	
<b>Dimitrios Kousenidis</b>	
<b>Patrick Mikalef</b>	
<b>Evangelos Kyriakides</b>	
Click to enter Name	

Date: 20/02/2023