

Doc. 300.3.1/1

Date: Date.

External Evaluation Report

(Programmatic within the framework of
Departmental Evaluation)

- **Higher Education Institution:**
The Cyprus University of Technology
- **Town:** Pafos
- **School/Faculty:** Faculty of Tourism Management,
Hospitality and Entrepreneurship of The Cyprus University of
Technology in Pafos
- **Department:** Management, Entrepreneurship, and Digital
Business
- **Programme(s) of study - Name (Duration, ECTS, Cycle)**
**Programme 1 – BSc in Management: Entrepreneurship
and Digital Business**
In Greek:
Πτυχίο στη Διοίκηση: Επιχειρηματικότητα και Ψηφιακό Επιχειρείν
In English:
BSc in Management: Entrepreneurship and Digital Business
Language(s) of instruction: Greek
- Programme 2 – [Title 2]**
In Greek:
Επιχειρηματικότητα και Διοίκηση Μικρομεσαίων Επιχειρήσεων
In English:
Entrepreneurship and Small and Medium Enterprise Management
Language(s) of instruction: Greek
- Programme 3 – [Title 3]**
In Greek:
Διδακτορικό
In English:
PhD in Business
Language(s) of instruction: Greek



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 External Evaluation Committee (EEC) visited the premises of the Cyprus University of Technology in Pafos on Monday 4th, Wednesday 6th and Thursday 7th of September 2023. During this visit the EEC had the opportunity to meet with the Rector, the Vice Rector, the Dean of the Faculty, the Head of the Department, the Coordinators of the Programs, the teaching staff, the administrative staff, and the students.

The visit started with a welcome from the Rector, Vice Rector and academic staff and continued with a briefing at the Rector's office. It followed a meeting with the Dean of the Faculty, the Head of Department, and the Head or/and members of the Internal Evaluation Committee. Then there was a presentation of the Faculty and the Department followed by a constructive discussion with Members of the Department.

The visit continued with short presentations of the 3 programme's feasibility study and the curriculum (i.e. philosophy, allocation of courses per semester, weekly content of each course, teaching methodologies, admission criteria for prospective students, student assessment, final exams).

An extended discussion took place concerning the structure of the programs, the CVs (i.e. academic qualifications, publications, research interests, research activity) of academic staff, followed with an interactive discussion on duties other than teaching and research in the Department's programme or teaching obligations in other programmes.

Following the completion of our discussion a tour was offered to us to the premises of the institution in Pafos.



<i>Name</i>	<i>Position</i>	<i>University</i>
Morris Altman	Chair of Panel & Dean and Research Chair, School of Business	University of Dundee, UK
Kyriaki Kosmidou	Professor	Aristotle University of Thessaloniki, Greece
Patrick Mikalef	Professor	Norwegian University of Science and Technology, Norway
Simos Chari	Associate Professor	The University of Manchester, UK
Christos Kolympiris	Associate Professor	The University of Warwick, UK
Ms. Niki Makri	Student-member	University of Cyprus

B. Guidelines on content and structure of the report

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

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

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.

Findings for BSc. in Management (Entrepreneurship and Digital Business)

The Bachelor's in Management (Entrepreneurship and Digital Business) is an 8 semester, full-time program which is taught in Greek and requires a minimum of 240 ECTS. There is also the option to extend the duration of the studies to 12 semesters. The aims of the programme center on helping modern entrepreneurs to acquire the skills and knowledge necessary to create startups and successfully grow existing firms.

In general, the program is well structured and the intended learning outcomes stem from and are consistent to the content of the program. The purpose, objectives, and learning outcomes are clearly communicated and well-justified. The expected learning outcomes of the program are communicated clearly to the students. There is good balance between compulsory and elective courses and the specializations are distinct enough.

To the extent possible the instructors incorporate their own research as well as the latest research findings into their teaching.

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. Importantly, formal quality assurance mechanisms are accompanied by informal processes which also appear to be working quite well.

Findings for MSc. in Entrepreneurship and SMEs Management

The Master's in Entrepreneurship and SMEs Management is a 3 semester, full-time program which is taught in Greek and requires a minimum of 90 ECTS. There is also the option to follow the programme on a part-time basis (six semesters). The aims of the programme center on helping managers combine knowledge in management, entrepreneurship, and small and medium-sized enterprises to maximize performance for their companies.

In general, the program is well structured and the intended learning outcomes stem from and are consistent to the content of the program. The purpose, objectives, and learning outcomes are clearly communicated and well-justified. The expected learning outcomes of the program are communicated clearly to the students. There is good balance between compulsory and elective courses and there is also enough flexibility on the postgraduate assignment.

To the extent possible the instructors incorporate their own research as well as the latest research findings into their teaching.

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. Importantly, formal quality assurance mechanisms are accompanied by informal processes which also appear to be working quite well.

Findings for PhD in Business (Entrepreneurship and Digital Business)

The PhD in Business is an 8 semester, full-time program which is taught in English (the core courses) and requires a minimum of 240 ECTS. There is also the option to follow the programme on a part-time basis (sixteen semesters). The objective of the programme is to equip PhD students with the skills to conduct research at the highest level, write and publish scientific outputs in top-tier journals, critically analyze existing research, and utilize state-of-the-art methodologies for research in their field. As a result, the expectation is that graduates will be placed in academic positions across the world.

The programme offers 2 semesters of training, followed by a comprehensive exam and 6 semesters of research and writing up. In general, the program is well structured and the intended learning outcomes stem from and are consistent to the content of the program. The purpose, objectives, and learning outcomes are clearly communicated and well-justified. The expected learning outcomes of the program are communicated clearly to the students.

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. Importantly, formal quality assurance mechanisms are accompanied by informal processes which also appear to be working quite well.

Strengths

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

Strengths for BSc. in Management (Entrepreneurship and Digital Business)

- The modules offered are aligned to the aims of the programme.
- For the most part faculty teach courses on subjects they have expertise and experience on.
- Students are allocated tutors throughout the duration of their study.
- Relatively small cohorts, which lead to good ratio of instructors and students.
- The structure of the courses and the level taught are on par with expectations.

Strengths for MSc. in Entrepreneurship and SMEs Management

- The modules offered are aligned to the aims of the programme.
- For the most part faculty teach courses on subjects they have expertise and experience on.
- Students are allocated tutors throughout the duration of their study.
- Relatively small cohorts which leads to good ratio of instructors and students.
- The structure of the courses and the level taught are on par with expectations.

Strengths for PhD in Business (Entrepreneurship and Digital Business)

- The small cohort allows for close contact between supervisors and students and this a significant strength as, among other benefits; it creates an environment conducive to the transfer of tacit knowledge.
- The encouragement (but not the requirement) to publish work before the graduation, is good practice as it gives space to doctoral students' research to mature before it is ready to be published at the highest possible level.
- The selection criteria appear to be at a high level with roughly 1 out of 7 applicants being admitted into the programme.
- Students have two chances to pass the comprehensive exam.
- The programme has a strong socialization into academic component for doctoral students including journal analysis seminars, monthly meetings and mock review sessions.
- Supervisors appear to help students with placements by, for example, inviting them to join conferences they are participating in.

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.

Areas of improvement and recommendations for BSc. In Management (Entrepreneurship and Digital Business)

1. The EEC recommends that the department publishes all relevant information on career paths of graduates, student population demographics and the like. While such information are indeed collected from the department, they are not publicly available to students at the moment.
2. The EEC recommends revising the title of the program to reflect the fact that innovation is also part of it. For example, one potential alternative could be "BSc. in Management (Entrepreneurship, Innovation and Digital Business)".
3. The EEC recommends that the course "Finance and entrepreneurship" is renamed "Entrepreneurial Finance" so that it more accurately reflects the content of the course.
4. The first course on innovation comes on the 5th semester and the EEC notes that this is rather late. Therefore, the recommendation is for the first innovation course to come in on the 3rd semester the latest. That course may be the existing innovation management course or another introductory course.
5. The Strategic Marketing course and the Strategic Management course overlap to a degree that the EEC recommends that they are merged to a "Strategic Management and Marketing" course. Then, after the merger, there is space to develop a new course on Operations Management. Other options, include courses on new product development and information systems.
6. The EEC recommends the offering of a course on creativity (and design) as a precursor of innovation and to some degree entrepreneurship.
7. The EEC encourages the department to analyze whether students are being over assessed as it appears that every course in the same semester has the same assessment methods.

Indeed, EEC also encourages some differentiation in terms of assessment methods so that students are exposed to different methods and their combinations.

Areas of improvement and recommendations for MSc. in Entrepreneurship and SMEs Management

1. The EEC recommends that the department publishes all relevant information on career paths of graduates, student population demographics and the like. While such information is indeed collected from the department, they are not publicly available to students at the moment.
2. Given the aims of the programmes and the fact that many graduates plan to take over their family firms, the EEC recommends offering a module on family businesses and the challenges associated with entrepreneurship of that sort. Indeed, it appears that the department has faculty who conduct research on family firms and are thus well suited to teach such a module.
3. The EEC noted that the modules a) Management and Growth of Startups and SMEs (MGT512) and b) "Leadership in start-up businesses and SMEs" (MGT514) are offered as electives / specialization courses. Instead, it strongly recommends that they are offered as compulsory courses as they speak to core skills that students of entrepreneurship need to have.
4. So that students have a more comprehensive understanding of entrepreneurship and acquire skills that can be applicable outside entrepreneurship in the event they want to change career paths, the EEC recommends that the programme includes an elective on intrapreneurship (i.e., entrepreneurship within established organizations). This where many business school graduates tend to find employment.
5. Failure in entrepreneurship is common and it often has negative spillover effects spanning beyond the founder to their family, investors and other stakeholders. As such, students of entrepreneurship need to be aware not only of the benefits of entrepreneurship (which are many) but also of its downsides. As well, learning from failure can be valuable and so students need to learn how to use failure as a way forward and not as a stopping point. Given that, the EEC recommends that entrepreneurial failure becomes more prominent in the programme. This may happen via a dedicated elective module or via including a stronger component of entrepreneurial failure in existing module.
6. The commercialization of ideas is part of the taught material, and this is much appreciated by the EEC. To further strengthen this part, the EEC recommends that the Gans and Stern (2003) framework is also taught to students (Gans, Joshua S., and Scott Stern. "The product market and the market for "ideas": commercialization strategies for technology entrepreneurs." Research policy 32.2 (2003): 333-350.)
7. The EEC encourages the department to analyze whether students are being over assessed as it appears that every course in the same semester has the same assessment methods. Indeed, EEC also encourages some differentiation in terms of assessment methods so that students are exposed to different methods and their combinations.

Areas of improvement and recommendations for PhD in Business (Entrepreneurship and Digital Business)

1. There is potentially space to go more into depth in the taught material. For example, Structural Equation Modeling is taught within one session, but this is hardly enough for students to even

familiarize themselves with the tool. The EEC recommends that to overcome such shortcoming by adding 1 or 2 elective courses to meet specialized needs of some students be made available.

2. The elective courses are offered on the MSc. programme and this can allow doctoral students to start filling gaps of topical knowledge; however, the EEC notes that such approach may not be sufficient for doctoral students as MSc courses tend to focus more on the applied side while topical doctoral courses often require a different level of abstraction. Therefore, the EEC encourages the department to design and offer topical courses (e.g., various multivariate methods of analysis) solely for doctoral students, given resource availability.
3. The core courses are taught in English, but the electives are taught in Greek. This creates an issue not only in terms of consistency but also in terms of attracting students and training them. Non – Greek speaking potential students cannot enrol in elective courses and are considerably less likely to apply to the programme in the first place. For those reasons, the EEC recommends that all courses offered to PhD students are offered in English.
4. The EEC recommends that funds available for PhD candidates can cover expenses beyond conferences; these may include access to databases not offered elsewhere, data collection, and additional training offered externally.
5. Funds should be made available for students to take elective specialized courses as required.
6. Consider including standardised tests like GMAT as an additional input to the admission criteria and the decision-making process.
7. There is a complete focus the CABs list of journals and on journals allow. It might be useful to consider other ranking such as Australian Deans Council journal rankings list, the importance of journals to the area of study, book chapters, and research monographs. This more inclusive approach has become more important given that leading research institutes are now signatories to the DORA accord (<https://sfedora.org/>), including the University of Cyprus.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>BSc. in Management (Entrepreneurship and Digital Business)</i>	<i>MSc. in Entrepreneurship and SMEs Management</i>	<i>PhD in Business (Entrepreneurship and Digital Business)</i>
1.1	Policy for quality assurance	Compliant	Compliant	Compliant
1.2	Design, approval, on-going monitoring and review	Partially compliant	Partially compliant	Partially compliant
1.3	Public information	Partially compliant	Partially compliant	Compliant
1.4	Information management	Compliant	Compliant	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 and 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.

Findings for: BSc in Management (Entrepreneurship and Digital Business)

The visit to the University (CUT) and the documentation provided have led the EEC to the following conclusions regarding student learning, teaching and assessment:

The process of teaching for the BSc in Management (Entrepreneurship and Digital Business), has been found to be student-led, flexible, and in conjunction with what other universities follow worldwide. The academic staff on the proposed BSc in Management (Entrepreneurship and Digital Business) applies different modes of delivery and variety of pedagogical methods that facilitate not just the intended learning outcome of each unit but also the overall intended learning outcomes of the program overall. After discussions with both the teaching staff the supporting teams it was made apparent that the teaching methods, tools, and material used are modern, effective, support the use of modern educational technologies, and are regularly updated. The process of teaching and the independent and practical learning that is provided on the BSc in Management (Entrepreneurship and Digital Business) supports students' individual and social development. The university appears to have made provisions regarding the diverse teaching and learning needs of their students. They appear to have flexible learning/teaching paths in place.

We welcome how much effort has been put in making the BSc in Management (Entrepreneurship and Digital Business) as practical as possible. There are a lot of attempts (e.g., with assignments, industry visits, consultancy projects, guest talks) to link theory with practice.

With regards to the assessment of the various units on the BSc in Management (Entrepreneurship and Digital Business), it appears to be appropriate, transparent, objective and supports the development of the learner. The criteria for and the method of assessment were provided with each module outline. However, all members of staff seem to be applying the same proforma of mid-term exam, assignment, and final exam. The University assured the EEC there are formal procedures for student appeals in place and that the regulations for assessment consider mitigating circumstances. But these should be made explicit and transparent.

Findings for: MSc in Entrepreneurship and SMEs Management

Considering that the MSc in Entrepreneurship and SMEs Management will be taught by the same team that will be delivering the BSc in Management (Entrepreneurship and Digital Business), the findings regarding the process of teaching and learning and student-centred teaching methodology, practical training, and student assessment are the same.

The process of teaching for the MSc in Entrepreneurship and SMEs Management, was also found to be student-led, flexible, and in conjunction with what other Universities follow worldwide. The academic staff applies different modes of delivery and variety of pedagogical methods that facilitate the intended learning outcomes of the units and the program at large. The teaching methods, tools, and material used on the MSc in Entrepreneurship and SMEs Management are modern, effective, support the use of modern educational technologies and are regularly updated. The process of teaching and the independent and practical learning that is provided supports students' individual

and social development. The university appears have flexible learning/teaching paths in place to account for diverse teaching and learning needs.

We welcome that the MSc in Entrepreneurship and SMEs Management is practical as well. Similarly, to the BSc in Management (Entrepreneurship and Digital Business), there are many attempts to link theory with practice.

With regards to the assessment of the various units on the proposed masters program, it appears to be appropriate, transparent, objective and supports the development of the learner. The criteria for and method of assessment were provided with each module outline (the same proforma of mid-term exam, assignment, and final exam was also used here). The University assured the EEC there are formal procedures for student appeals in place and that the regulations for assessment consider mitigating circumstances. But these should be made explicit and transparent.

Findings for: PhD in Business (Entrepreneurship and Digital Business)

The process of teaching the core and elective units of the PhD in Business (Entrepreneurship and Digital Business), is in line with that of the other two programs: BSc in Management (Entrepreneurship and Digital Business) and MSc in Entrepreneurship and SMEs Management. Even though the taught units on the PhD in Business (Entrepreneurship and Digital Business) are as many as those on the other two proposed programs, the same logic applies. The teaching is student-led, flexible, and in conjunction with what leading PhD program follow worldwide. The academic staff applies different modes of delivery and variety of pedagogical methods. The teaching methods, tools, and material used are modern, effective, support the use of modern educational technologies and are regularly updated. The process of teaching supports students' development in the PhD journey. Regarding the assessment of the various units on the PhD program, these appear to be appropriate, and objective; they are designed to support the development and the training of the PhD candidate. The members of the academic staff assured the EEC that students are given feedback and the support they need regularly. It was also made clear to the EEC that there are formal procedures for student appeals in place and that the regulations for assessment consider mitigating circumstances. Again, these should be made explicit and transparent.

Strengths

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

Strengths for: BSc in Management (Entrepreneurship and Digital Business)

- Qualified and experienced academic staff and strong leadership.
- Implementation of student-centred learning.
- Teaching methods, tools and material used, and the overall delivery of the program are along the expectations set by modern practices.
- There is evidence of appropriate pedagogical methods in relation to the achievement of the intended learning outcomes of the program.
- The department has the necessary procedures for dealing with students' complaints, diversity, and mitigating circumstances.
- There is a dedicated program quality control team to ensure the proper delivery of material.

- The intended learning objectives of the program conform with vision of the University for the future.
- The program is fully managed by the academics in charge; the program is of the appropriate size and guarantees a friendly and collegiate environment between students and teaching/administrative staff.
- The students interviewed by the EEC highlighted they are quite satisfied with the quality of teaching.

Strengths for: MSc in Entrepreneurship and SMEs Management

The EEC believes that the same strengths apply to the program of MSc in Entrepreneurship and SMEs Management:

- Qualified and experienced academic staff and strong leadership.
- Implementation of student-centered learning.
- Teaching methods, tools and material used, and the overall delivery of the program are along the expectations set by modern practices.
- There is evidence of appropriate pedagogical methods in relation to the achievement of the intended learning outcomes of the program.
- The department has the necessary procedures for dealing with students' complaints, diversity, and mitigating circumstances.
- There is a dedicated program quality control team for ensuring the proper delivery of material.
- The intended learning objectives of the program conform with vision of the University for the future.
- The program is fully managed by the academics in charge; the program is of the appropriate size and guarantees a friendly and collegiate environment between students and teaching/administrative staff.
- The students interviewed by the EEC highlighted are quite satisfied with the quality of teaching.

Strengths for: PhD in Business (Entrepreneurship and Digital Business)

The EEC believes that the strengths identified above apply also to the program of PhD in Business (Entrepreneurship and Digital Business):

- Qualified and experienced academic staff and strong leadership.
- Teaching methods, tools and material used, and the overall delivery of the program are along the expectations set by modern practices.
- There is evidence of appropriate pedagogical methods in relation to the achievement of the intended learning outcomes of the program.
- The department has the necessary procedures for dealing with students' complaints, diversity, and mitigating circumstances.
- There is a dedicated program quality control team for ensuring the proper delivery of material.

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.

Areas of improvement and recommendations for: BSc in Management (Entrepreneurship and Digital Business)

The EEC feels that the following recommendations should be considered for the BSc in Management (Entrepreneurship and Digital Business):

1. The title of the program needs to be clarified to fully reflect the content of the program.
2. The structure of the program needs to be reconsidered (see recommendations in Section 1)
3. The school needs to consider how each unit taught on the program contributes to the intended outcomes of the program and apply changes if units are not fully contributing to the delivery of the intended learning outcomes.
4. The school should maintain its support regarding the professional development of faculty in relation to staying up to date with teaching methods.
5. The links to the local businesses/ market should be improved in the very near future.
6. An external advisory board for the continuous development of the program is recommended, consistent with best practice.
7. The academic staff should reconsider the way the students are assessed on this program and ensure: (a) that they are not over assessed; and (b) various assessment methods are applied for building various soft and hard skills.

Areas of improvement and recommendations for: MSc in Entrepreneurship and SMEs Management

Similarly to the BSc in Management (Entrepreneurship and Digital Business), the EEC feels that the following recommendations should be considered for the MSc in Entrepreneurship and SMEs Management:

1. The structure of the program needs to be reconsidered (see recommendations in Section 1)
2. The school needs to consider how each unit taught on the program contributes to the intended outcomes of the program and apply changes if units are not fully contributing to the delivery of the intended learning outcomes.
3. The school should maintain its support regarding the professional development of faculty in relation to staying up to date with teaching methods.
4. The links to the local businesses/ market can be improved in the very near future.
5. An external advisory board for the continuous development of the program is recommended.
6. The academic staff should reconsider the way the students are assessed on this program and ensure: (a) that they are not over assessed; and (b) various assessment methods are applied for building various soft and hard skills.

Areas of improvement and recommendations for: PhD in Business (Entrepreneurship and Digital Business)

The EEC feels that the following recommendations should be considered for the PhD in Business (Entrepreneurship and Digital Business):

1. The program is not fully managed by the academics in charge since some optional modules are taught in partner universities, depending on the specific training needs of each PhD candidate. These modules are outside the control of the department. Thus, for quality control purposes, there is a need to become more self-sufficient and provide more such units (including the more methodological and analytical units) in-house, given resource availability. Otherwise there needs to be a quality assurance process which the modules taught outside of the Cyprus University of Technology are determined to be the standards required by the CUT.
2. The EEC recommends the school to show flexibility regarding the admission criteria (e.g., 7.5 average) to PhD program and evaluate each case holistically.
3. The school should also consider inviting over Visiting Professors to deliver classes, talks and training sessions to PhD candidates. This can be done even for English-speaking scholars when they focus on delivering guest lectures and serve as mentors to staff and students.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>BSc in Management (Entrepreneurship and Digital Business)</i>	<i>MSc in Entrepreneurship and SMEs Management</i>	<i>PhD in Business (Entrepreneurship and Digital Business)</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant	Compliant	Partially compliant
2.2	Practical training	Compliant	Compliant	Compliant
2.3	Student assessment	Partially compliant	Partially compliant	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.

Findings for: BSc in Management (Entrepreneurship and Digital Business)

During our meeting with the teaching staff, we interviewed some full-time professors as well as special research staff and part-time lecturers. The full-time faculty has very good qualifications in terms of research output, teaching competence, and relevance to the courses they teach. The EEC noted that most of the professors at the different ranks hold Ph. D degrees from recognized institutions and make extensive efforts to be active researchers in the broader academic community. They are also up to date in their respective fields and appear to publish frequently and in prestigious and important conferences and events in their respective fields. The special research staff that have a stronger emphasis on teaching have documented experience in working in the respective areas they teach and actively participate in different arrangements to update and improve their teaching. All faculty have excellent English language skills.

During the interview, we observed that all teaching staff appear to be highly satisfied with the working conditions and the overall balance of work and development. They found that the teaching load and the courses they are assigned to are a good fit for them and allow them to conduct research and have sufficient time for development. Many of faculty members have been employed at different academic institutions in the past which is a strength as they bring different competences and best practices. The staff is divided into the standard academic ranks and promotion is based on teaching performance, research performance and administrative work. There is a well-defined and clearly communicated set of criteria for promotion and the staff appear to find requirements reasonable and fair.

Furthermore, full-time staff appear to have good connections with faculty of other institutions in Cyprus and abroad. The involvement of the academic staff in several international research projects demonstrates that there is a good connection with the broader research community and that emerging knowledge can be integrated into their research and teaching.

Findings for: MSc in Entrepreneurship and SMEs Management

During our meeting with the teaching staff, we interviewed some full-time professors as well as special research staff and part-time lecturers. The full-time faculty has very good qualifications in terms of research output, teaching competence, and relevance to the courses they teach. The EEC noted that most of the professors at the different ranks hold Ph. D degrees from recognized institutions and make extensive efforts to be active researchers in the broader academic community. They are also up to date in their respective fields and appear to publish frequently and in the most prestigious and important conferences and events in their respective fields. The special research staff that have a stronger emphasis on teaching have documented experience in working in the respective areas they teach and actively participate in different arrangements to update and improve their teaching. All faculty have excellent English language skills.

During the interview, we observed that all teaching staff appear to be highly satisfied with the working conditions and the overall balance of work and development. They found that the teaching load and the courses they are assigned to are a good fit for them and allow them to conduct research and have sufficient time for development. Many of faculty members have been employed at different academic institutions in the past which is a strength as they bring different competences and best practices. The staff is divided into the standard academic ranks and promotion is based on teaching performance, research performance and administrative work. There is a well-defined set of criteria for promotion and the staff appear to find requirements reasonable and fair.

Furthermore, full-time staff appear to have good connections with faculty of other institutions abroad. The involvement of the academic staff in several international research projects demonstrates that there is a good connection with the broader research community and that emerging knowledge can be integrated into their research and teaching.

Findings for: PhD in Business (Entrepreneurship and Digital Business)

During our meeting with the teaching staff, we interviewed some full-time professors as well as special research staff and part-time lecturers. The full-time faculty has very good qualifications in terms of research output, teaching competence, and relevance to the courses they teach. The EEC noted that most of the professors at the different ranks hold Ph. D degrees from recognized institutions and make extensive efforts to be active researchers in the broader academic community. They are also up to date in their respective fields and appear to publish frequently and in the most prestigious and important conferences and events in their respective fields. The special research staff that have a stronger emphasis on teaching have documented experience in working in the respective areas they teach and actively participate in different arrangements to update and improve their teaching. All faculty have excellent English language skills.

During the interview, we observed that all teaching staff appear to be highly satisfied with the working conditions and the overall balance of work and development. They found that the teaching load and

the courses they are assigned to are a good fit for them and allow them to conduct research and have sufficient time for development. Many of faculty members have been employed at different academic institutions in the past which is a strength as they bring different competences and best practices. The staff is divided into the standard academic ranks and promotion is based on teaching performance, research performance and administrative work. There is a well-defined set of criteria for promotion and the staff appear to find requirements reasonable and fair.

Furthermore, full-time staff appear to have good connections with faculty of other institutions abroad. The involvement of the academic staff in several international research projects demonstrates that there is a good connection with the broader research community and that emerging knowledge can be integrated into their research and teaching.

Strengths

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

Strengths for: BSc in Management (Entrepreneurship and Digital Business)

- Excellent research-orientation with a highly productive team
- Good balance of different specializations that are relevant to the program
- Very good resource allocation for professional development
- Fair balance of teaching load among academic personnel
- Excellent integration of research into teaching activities and use of up-to-date material in teaching
- Transparent and equitable promotion criteria for all academic ranks
- Flexibility in hiring special research personnel when the need arises
- Use of innovative teaching methods that incorporate different methods of lecturing and assessment

Strengths for: MSc in Entrepreneurship and SMEs Management

- Excellent research-orientation with a highly productive team
- Good balance of different specializations that are relevant to the program
- Very good resource allocation for professional development
- Fair balance of teaching load among academic personnel
- Excellent integration of research into teaching activities and use of up-to-date material in teaching
- Transparent and equitable promotion criteria for all academic ranks
- Flexibility in hiring special research personnel when the need arises
- Use of innovative teaching methods that incorporate different methods of lecturing and assessment

Strengths for: PhD in Business (Entrepreneurship and Digital Business)

- Excellent research-orientation with a highly productive team
- Good balance of different specializations that are relevant to the program
- Very good resource allocation for professional development
- Fair balance of teaching load among academic personnel

- Excellent integration of research into teaching activities and use of up-to-date material in teaching
- Transparent and equitable promotion criteria for all academic ranks
- Use of innovative teaching methods that incorporate different methods of lecturing and assessment
- Good balance of academic staff in relevant research methods for their respective courses

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.

Areas of improvement and recommendations for: BSc in Management (Entrepreneurship and Digital Business)

1. Improve gender balance of academic personnel
2. Establish a mandatory workshop for teaching developing skills to ensure that all personnel are updated with latest research in pedagogy
3. Participate and publish on topics of education and pedagogy on topics the staff lectures on. In other words, use teaching as an active research arena to improve teaching performance and identify best practices
4. Ensure that ongoing hires are finalized as they are important for future development of the program

Areas of improvement and recommendations for: MSc in Entrepreneurship and SMEs Management

1. Improve gender balance of academic personnel
2. Establish a mandatory workshop for teaching developing skills to ensure that all personnel are updated with latest research in pedagogy
3. Participate and publish on topics of education and pedagogy on topics the staff lectures on. In other words, use teaching as an active research arena to improve teaching performance and identify best practices
4. Ensure that ongoing hires are finalized as they are important for future development of the program

Areas of improvement and recommendations for: PhD in Business (Entrepreneurship and Digital Business)

1. Improve gender balance of academic personnel
2. Establish a mandatory workshop for teaching developing skills to ensure that all personnel are updated with latest research in pedagogy
3. Participate and publish on topics of education and pedagogy on topics the staff lectures on. In other words, use teaching as an active research arena to improve teaching performance and identify best practices
4. Ensure that ongoing hires are finalized as they are important for future development of the program

5. Introduce a guest lecturing colloquium that doctoral students can attend once every 1-2 months on different research topics or methods

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		BSc in Management (Entrepreneurship and Digital Business)	MSc in Entrepreneurship and SMEs Management	PhD in Business (Entrepreneurship and Digital Business)
3.1	Teaching staff recruitment and development	Compliant	Compliant	Compliant
3.2	Teaching staff number and status	Compliant	Compliant	Compliant
3.3	Synergies of teaching and research	Compliant	Compliant	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.

Findings for: BSc in Management (Entrepreneurship and Digital Business)

The EEC had meetings with the academic and administrative staff and met several students and alumni from CUT who gave their input and their impressions. The admission requirements and process are very clearly described and prospective students know exactly what their required qualifications should be. There is also a well-defined documentation concerning the recognition of formal and non-formal learning and appropriate practices for the attribution of credits in line with the principles of the Lisbon Recognition Convention. There is also good cooperation of the institute with other educational institutions in the country to ensure coherency and recognition. The students receive targeted information concerning the certification of their studies as well as the expected profiles of professions they can pursue after they have completed their studies. In addition, the academic staff noted that they are also informed about the limitations and risks of their study profiles so the students have a complete understanding of what they can expect.

The students added more information concerning the recognition and follow-up that they receive during their studies and that they have excellent support during their studies for the formal recognition of their diplomas and their connection to the working environment. The academic staff also noted that there are formal processes for the recognition of other courses taken in other universities. In sum, the program fully complies with the student admission, progression, recognition and certification requirements.

Findings for: MSc in Entrepreneurship and SMEs Management

The EEC had meetings with the academic and administrative staff and met several students and alumni from CUT who gave their input and their impressions. The admission requirements and process are very clearly described and prospective students know exactly what their required qualifications should be. There is also a well-defined documentation concerning the recognition of formal and non-formal learning and appropriate practices for the attribution of credits in line with the principles of the Lisbon Recognition Convention. There is also good cooperation of the institute with other educational institutions in the country to ensure coherency and recognition. The students receive good information concerning the certification of their studies as well as the expected profiles of professions they can pursue after they have completed their studies. In addition, the academic staff noted that they are also informed about the limitation and risks of their study profiles so the students have a complete understanding of what they can expect.

The students added more information concerning the recognition and follow-up that they receive during their studies and that they have excellent support during their studies for the formal recognition of their diplomas and their connection to the working environment. The academic staff also noted that there are formal processes for the recognition of other courses taken in other universities. In sum, the program fully complies with the student admission, progression, recognition and certification requirements.

Findings for: PhD in Business (Entrepreneurship and Digital Business)

The EEC had meetings with the academic and administrative staff and met several students including doctoral candidates. The admission requirements and process are very clearly described and prospective students know exactly what their required qualifications should be. The academic staff noted that in the case of doctoral students there are also exceptions if there is a particularly qualified candidate that can demonstrate a good ability to engage in the doctoral program. There is also good cooperation of the institute with other educational institutions in the country to ensure coherency and recognition as well as for cooperation of doctoral students with other experts. In addition, the academic staff noted that they are also informed about the limitations and risks of their studies, as well as on the requirements for completing their doctoral studies within the given time limit.

The students added more information concerning the recognition and follow-up that they receive during their studies and that they have excellent support at all stages of their studies. The academic staff also noted that there are formal processes for the recognition of other courses taken in other universities or summer/winter schools or external workshops. The academic staff also noted that there is recognition and cooperation with other universities in Cyprus for transferring knowledge and recognizing it within the required credits. In sum, the program fully complies with the student admission, progression, recognition, and certification requirements.

Strengths

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

Strengths for: BSc in Management (Entrepreneurship and Digital Business)

- Clear entry requirements that ensure that incoming students are sufficiently qualified to undertake the study program requirements
- Good follow-up of the progression
- Clear processes of recognition of credits
- Alignment with European credit system and flexibility in recognizing courses and developing course structures according to the ECTS system
- Sufficient resources and administrative support for all aspects of student requirements throughout the studies
- High level of information sharing to students about aspects relating to studies and employment
- The small number of students also ensures that there is good collaboration between students and academic staff and sufficient time for individual feedback and consulting on matters relating to studies and employment options

Strengths for: MSc in Entrepreneurship and SMEs Management

- Clear entry requirements that ensure that incoming students are sufficiently qualified to undertake the study program requirements
- Good follow-up of the progression
- Clear processes of recognition of credits
- Alignment with European credit system and flexibility in recognizing courses and developing course structures according to the ECTS system
- Sufficient resources and administrative support for all aspects of student requirements throughout the studies
- High level of information sharing to students about aspects relating to studies and employment
- The small number of students also ensures that there is good collaboration between students and academic staff and sufficient time for individual feedback and consulting on matters relating to studies and employment options

Strengths for: PhD in Business (Entrepreneurship and Digital Business)

- Clear entry requirements that ensure that incoming students are sufficiently qualified to undertake the study program requirements
- Good follow-up of the progression
- Clear processes of recognition of credits
- Alignment with European credit system and flexibility in recognizing courses and developing course structures according to the ECTS system
- Sufficient resources and administrative support for all aspects of student requirements throughout the studies

- Ample opportunities for doctoral students to receive training or knowledge from other universities in Cyprus and ensure recognition of credits
- Close relationship with academic staff in aspects of research and opportunities in the broader context
- Good balance in terms of numbers of doctoral students supervised by each member of the academic staff to ensure that there is no overload for the staff
- Clear descriptions of doctoral projects and ability of the candidates to discuss directly with the supervisors of the projects

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.

Areas of improvement and recommendations for: BSc in Management (Entrepreneurship and Digital Business)

1. The program can work on ways in which students can engage in more Erasmus exchange programs and in receiving incoming students. This would greatly benefit the local students
2. An information day from local and national enterprises could benefit new students as well as ones that are about to graduate to be more aware of the opportunities that exist after studying
3. Informal arrangements to get to know academic and administrative staff could prove to be beneficial so that students can know who to contact for different needs
4. Information days about studying abroad as well as important date. Many students are not aware of deadlines for applying, thus, it would contribute to mobility of students and access to important information

Areas of improvement and recommendations for: MSc in Entrepreneurship and SMEs Management

1. The program can work on ways in which students can engage in more Erasmus exchange programs and in receiving incoming students. This would greatly benefit the local students
2. An information day from local and national enterprises could benefit new students as well as ones that are about to graduate to be more aware of the opportunities that exist after studying
3. Informal arrangements to get to know academic and administrative staff could prove to be beneficial so that students can know who to contact for different needs
4. Add an information day about doctoral studies and what are the reasons one would enroll in such a program and what it entails. This may help identify good doctoral candidates that may not be aware of the process
5. Consider using standardized tests of English knowledge for admission criteria

Areas of improvement and recommendations for: PhD in Business (Entrepreneurship and Digital Business)

1. The program can work on ways in which students can engage in more Erasmus exchange programs or other forms of mobility with foreign universities
2. An information day from local and national enterprises could benefit students in terms of finding sources of collecting data and conducting their research within public and private organizations
3. Establishing research colloquia every 6-12 months for doctoral students so that they are informed about their peers research and can receive feedback and track their progress
4. Consider using standardized tests of English knowledge for admission criteria

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		BSc in Management (Entrepreneurship and Digital Business)	MSc in Entrepreneurship and SMEs Management	PhD in Business (Entrepreneurship and Digital Business)
4.1	Student admission, processes and criteria	Compliant	Compliant	Compliant
4.2	Student progression	Compliant	Compliant	Compliant
4.3	Student recognition	Compliant	Compliant	Compliant
4.4	Student certification	Compliant	Compliant	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.

Findings for: BSc in Management (Entrepreneurship and Digital Business)

The visit to the newly build campus of CUT at Pafos and the tour that was given by the Dean of the school showcased the pristine physical resources (i.e., premises, teaching rooms, libraries, study facilities, IT infrastructure, computer labs) of the school; they are of top quality and more than adequate to support the proposed programs but also any future expansion plans that the school has in the agenda. In terms of teaching and learning resources, the EEC has observed that the teaching and learning resources (e.g., teaching and learning environments, materials, aids, and equipment) are also adequate and readily accessible. They can facilitate the delivery of the program and support the achievement of its objectives. Regarding the support (human) resources and the support services, the EEC observed that all resources are fit for purpose and students are informed about the services available to them. There are adequate human support resources (i.e., tutors/mentors, counsellors, other advisers, qualified administrative staff) and the student support services provided cover the needs of a diverse student population (e.g., mature, part-time, employed students and students with special needs). The interviews with the student body demonstrated that students are informed about the support services that are available to them. Particularly, the students highlighted that they are contend with the support services provided and special mention was given to the careers office of the school. For the BSc in Management (Entrepreneurship and Digital Business), student mobility within and across higher education systems (ERASUM+) is encouraged and supported. However, has not very successful.

Findings for: MSc in Entrepreneurship and SMEs Management

The EEC agrees that the above findings for the BSc in Management (Entrepreneurship and Digital Business) apply also for the MSC in Entrepreneurship and SMEs Management. As above, the EEC finds the physical resources (i.e., premises, teaching rooms, libraries, study facilities, IT infrastructure, computer labs) of the school to be pristine; they are of top quality and more than adequate to support the proposed study of programs (i.e., BSc, MSc, and PhD) but also any future expansion plans that the school has in the agenda (e.g., a Masters program in English). In terms of teaching and learning resources, the EEC has observed that the teaching and learning resources (e.g., teaching and learning environments, materials, aids, and equipment) are also adequate and readily accessible; they can facilitate the delivery of the program and support the achievement of its objectives. Regarding the support (human) resources and the support services, the EEC observed that all resources are fit for purpose and students are informed about the services available to them. There are adequate human support resources (i.e., tutors/mentors, counsellors, other advisers, qualified administrative staff) and student support services to meet the needs of a diverse student population (e.g., mature, part-time, employed students and students with special needs). The interviews with the student body demonstrated that students are informed about the support services that are available to them. Particularly, the students highlighted that they are contend with the support services provided and special mention was given to the careers office of the school.

Findings for: PhD in Business (Entrepreneurship and Digital Business)

The EEC agrees that the above findings for the BSc in Management (Entrepreneurship and Digital Business) and the MSc in Entrepreneurship and SMEs Management, also apply to the PhD in Business (Entrepreneurship and Digital Business). As above, the EEC finds the physical resources (i.e., premises, teaching rooms, libraries, study facilities, IT infrastructure, computer labs) of the school to be pristine; they are of top quality and more than adequate to support the proposed study of programs (i.e., BSc, MSc, and PhD), but also any future expansion plans that the school has on the agenda. In terms of teaching and learning resources, the EEC has observed that the teaching and learning resources (e.g., teaching and learning environments, materials, aids, and equipment) are also adequate and readily accessible. But there are shortcomings with regards to specialized course delivery and availability. The achievement of the program's objectives relies on the delivery of specialized course units (e.g., multivariate methods of analysis) by other schools. The EEC is not in position to judge the teaching and learning and physical resources of these other schools. This should be undertaken by the CUT for quality assurance purposes. Regarding the support (human) resources and the support services, the EEC observed that all resources are fit for purpose and students are informed about the services available to them. There are adequate human support resources (i.e., tutors/mentors, counsellors, other advisers, qualified administrative staff) and the student support services provided cover the needs of a diverse student population (e.g., mature, part-time, employed students and students with special needs). The interviews with the student body demonstrated that students are informed about the support services that are available to them.

Strengths

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

Strengths for: BSc in Management (Entrepreneurship and Digital Business)

- Pristine physical resources comparable with those of top schools worldwide.
- The leadership team appears committed to support faculty and students with resources when required.
- The teaching and learning resources can facilitate the delivery of the program and support the achievement of its objectives.
- Human support resources are fit for purpose.
- Specialized and experience student support personnel.
- High satisfaction scores from the student body

Strengths for: MSc in Entrepreneurship and SMEs Management

The EEC believes that the same strengths apply to the program of MSc in Entrepreneurship and SMEs Management:

- Pristine physical resources comparable with those of top schools worldwide.
- The leadership team appears committed to support faculty and students with resources when required.
- The teaching and learning resources can facilitate the delivery of the program and support the achievement of its objectives.

- Human support resources are fit for purpose.
- Specialized and experience student support personnel.
- High satisfaction scores from the student body

Strengths for: PhD in Business (Entrepreneurship and Digital Business)

The EEC believes that the same strengths apply to the program of PhD in Business (Entrepreneurship and Digital Business):

- Pristine physical resources comparable with those of top schools worldwide
- The leadership team appears committed to support faculty and students with resources when required.
- The teaching and learning resources can facilitate the delivery of the program and support the achievement of its objectives.
- Human support resources are fit for purpose.
- Specialized and experience student support personnel.

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.

Areas of improvement and recommendations for: BSc in Management (Entrepreneurship and Digital Business)

The EEC feels that the following recommendations should be considered for the BSc in Management (Entrepreneurship and Digital Business):

1. The school should promote the benefits and incentivize students to participate in higher education systems like ERASUM+.
2. The structure of the the BSc in Management (Entrepreneurship and Digital Business), and the assessments of courses require students to work in groups. However, the facilities of the newly build school (either flat space teaching rooms or for workshop areas that allow students to work in a group setting) may not fully accommodate exiting and anticipated future needs.
3. Considering the two specializations (Entrepreneurship and Digital Business) of the BSc in Management, the EEC feels that a digital social media lab is necessary to be on the frontier of excellence—world leading.
4. The cafeteria of the school needs to be open soon after the teaching commences; this is a vital space for the socialization of students.

Areas of improvement and recommendations for: MSc in Entrepreneurship and SMEs Management

Similarly to the BSc in Management (Entrepreneurship and Digital Business), the EEC feels that the following recommendations should be considered for the MSc in Entrepreneurship and SMEs Management:

1. The structure of the the MSc in Entrepreneurship and SMEs Management, and the assessments of courses require students to work in groups. However, the facilities of the newly build school (either flat space teaching rooms or for workshop areas that allow students to work in a group setting) may not fully accommodate exiting and anticipated future needs.
2. The EEC feels that a digital social media lab is necessary to be on the frontier of excellence—world leading.
3. The cafeteria of the school needs to be open soon after the teaching commences; this is a vital space for the socialization of students.

Areas of improvement and recommendations for: PhD in Business (Entrepreneurship and Digital Business)

The EEC feels that the following recommendations should be considered for the PhD in Business (Entrepreneurship and Digital Business):

1. The EEC is concerned about the courses that they have to be taught outside the school. Thus, it is recommended to establish rigorous quality control measures to ensure that the teaching of specialised units on multivariate-methods of analysis are of high standards. If outside sources are not knowledgeable or equipped to deliver these courses, then the school should consider hiring expert/specialised personnel to do so.
2. Access to more databases should also be considered (e.g., Bloomberg). These can be possibly accessed on a fee basis, or through bilateral agreements with other Universities in Cyprus.
3. Access to more statistical software is also needed. The school provides licences to traditional statistical software such as SPSS, NVIVO, R, STATA; however, the students are also taught material on Structural Equation Modeling but they have no access to SEM software (e.g., LISREL or EQS).

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		BSc in Management (Entrepreneurship and Digital Business)	MSc in Entrepreneurship and SMEs Management	PhD in Business (Entrepreneurship and Digital Business)
5.1	Teaching and Learning resources	Compliant	Compliant	Partially compliant
5.2	Physical resources	Compliant	Compliant	Compliant
5.3	Human support resources	Compliant	Compliant	Compliant
5.4	Student support	Compliant	Compliant	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.

The PhD in Business is an 8 semester, full-time program which is taught in English (the core courses) and requires a minimum of 240 ECTS. There is also the option to follow the programme on a part-time basis (sixteen semesters). The objective of the programme is to equip PhD students with the skills to conduct research at the highest level, write and publish scientific articles for top-tier journals, critically analyze existing research, and utilize state-of-the-art methodologies for research in their field. As a result, the expectation is that graduates will be placed in academic positions across the world.

The programme offers 2 semesters of training, followed by a comprehensive exam and 6 semesters of research and writing up. In general, the program is well structured and the intended learning outcomes stem from and are consistent to the content of the program. The purpose, objectives, and learning outcomes are clearly communicated and well-justified. The expected learning outcomes of the program are communicated clearly to the students. There is good balance between compulsory and elective courses and there is also enough flexibility on the postgraduate assignment.

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. Importantly, formal quality assurance mechanisms are accompanied by informal processes which also appear to be working quite well.

The selection criteria appear to be rigorous including a variety of tools including recommendation letters, grades and reports from the candidates.

The time to completion is monitored closely from the supervisory committee consisting of 3 faculty members and the Department's Committee of Postgraduate Studies. Assessment of progress and feedback are provided both informally and through a formal protocol including the annual progress report.

The composition of the supervisory team also appears to follow an adequate process ensuring that students receive enough support while building their independence.

The process on the PhD defence and approval is clear and clearly communicated largely following international standards.

Strengths

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

- The small cohort allows for close contact between supervisors and students and this a significant strength as, among other benefits, it creates an environment conducive to the transfer of tacit knowledge.
- The encouragement (but not the requirement) to publish work before the graduation, is good practice as it gives space to doctoral students' research to mature before it is ready to be published at the highest possible level.
- The selection criteria appear to be at a high level with roughly 1 out of 7 applicants being admitted into the programme.
- Students have two chances to pass the comprehensive exam
- The programme has a strong socialization into academic component for doctoral students including journal analysis seminars, monthly meetings and mock review sessions
- Supervisors appear to help students with placements by, for example, inviting them to join conferences they are participating in.

Areas of improvement and recommendations

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

1. There is potentially space to go more into depth in the taught material. For example, Structural Equation Modeling is taught within one session but this is hardly enough for students to even familiarize themselves with the tool. The EEC recommends that to overcome such shortcoming by adding 1 or 2 additional compulsory courses so that students have the opportunity to go deeper into tools and techniques.
2. The elective courses are offered in the MSc. programme and this can allow doctoral students to start filling gaps of topical knowledge; however, the EEC notes that such approach may

not be sufficient for doctoral students as MSc. courses tend to focus more on the applied side while topical doctoral courses often require a different level of abstraction. Therefore, the EEC encourages the department to design and offer topical courses solely for doctoral students.

3. The core courses are taught in English, but the electives are taught in Greek. This creates an issue not only in terms of consistency but also in terms of attracting students and training them. Non – Greek speaking potential students cannot enrol in elective courses and are considerably less likely to apply to the programme in the first place. For those reasons, the EEC recommends that all courses offered to PhD students are offered in English.
4. The EEC recommends that funds available for PhD candidates can cover expenses beyond conferences; these may include access to databases not offered elsewhere, data collection, and additional training offered externally.
5. Consider including standardized tests such as GMAT as selection criteria and input to the decision-making process.

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

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

C. Conclusions and final remarks

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

The programs under review meet very high standards of compliance. We commend the program and department leads, faculty and staff with providing us with a comprehensive set of documents and responding to our questions in when very open and engaging manner.

We some recommendations that we hope will be of some assistance to improving the programs under review.

Areas of improvement and recommendations for BSc. In Management (Entrepreneurship and Digital Business)

1. The EEC recommends:
that the department publishes all relevant information on career paths of graduates, student population demographics and the like. While such information are indeed collected from the department, they are not publicly available to students at the moment.
2. revising the title of the program to reflect the fact that innovation is also part of it. For example, one potential alternative could be “BSc. in Management (Entrepreneurship, Innovation and Digital Business)”.
3. that the course “Finance and entrepreneurship” is renamed “Entrepreneurial Finance” so that it more accurately reflects the content of the course.
4. that the first course on innovation comes on the 5th semester and the EEC notes that this is rather late. Therefore, the recommendation is for the first innovation course to come in on the 3rd semester the latest. That course may be the existing innovation management course or another introductory course.
5. that the Strategic Marketing course and the Strategic Management course overlap to a degree that the EEC recommends that they are merged to a “Strategic Management and Marketing” course. Then, after the merger, there is space to develop a new course on Operations Management. Other options, include courses on new product development and information systems.
6. offering of a course on creativity (and design) as a precursor of innovation and to some degree entrepreneurship.
7. that the department to analyze whether students are being over assessed as it appears that every course in the same semester has the same assessment methods. Indeed, EEC also encourages some differentiation in terms of assessment methods so that students are exposed to different methods and their combinations.
8. that the title of the program needs to be clarified to fully reflect the content of the program.
9. that the structure of the program needs to be reconsidered (see recommendations in Section 1)
10. that the school needs to consider how each unit taught on the program contributes to the intended outcomes of the program and apply changes if units are not fully contributing to the delivery of the intended learning outcomes.
11. that the school should maintain its support regarding the professional development of faculty in relation to staying up to date with teaching methods.
12. that links to the local businesses/ market should be improved in the very near future.

13. an external advisory board for the continuous development of the program, consistent with best practice.
14. that academic staff should reconsider the way the students are assessed on this program and ensure: (a) that they are not over assessed; and (b) various assessment methods are applied for building various soft and hard skills.
15. that the program can be revised such that students can engage in more Erasmus exchange programs and in receiving incoming students. This would greatly benefit the local students
16. that an information day from local and national enterprises could benefit new students as well as ones that are about to graduate to be more aware of the opportunities that exist after studying
17. that Information days about studying abroad should be provided as well information on important dates/deadlines. as well as important date. Many students are not aware of deadlines for applying.
18. that the school should promote the benefits and incentivize students to participate in higher education systems like ERASUM+.
19. that given structure of the the BSc in Management (Entrepreneurship and Digital Business), and the assessments of courses require students to work in groups more facilities might be required (either flat space teaching rooms or for workshop areas that allow students to work in a group setting) accommodate exiting and anticipated future needs.
20. that considering the two specializations (Entrepreneurship and Digital Business) of the BSc in Management, the EEC feels that a digital social media lab is necessary to be on the frontier of excellence—world leading.
21. That the cafeteria of the school needs to be open soon after the teaching commences; this is a vital space for the socialization of students.

Areas of improvement and recommendations for MSc. in Entrepreneurship and SMEs Management

1. Same as 1 above
2. Given the aims of the programmes and the fact that many graduates plan to take over their family firms, the EEC recommends offering a module on family businesses and the challenges associated with entrepreneurship of that sort.
3. The EEC noted that the modules a) Management and Growth of Startups and SMEs (MGT512) and b) “Leadership in start-up businesses and SMEs” (MGT514) are offered as electives / specialization courses. Instead, it strongly recommends that they are offered as compulsory courses as they speak to core skills that students of entrepreneurship need to have.
4. So that students have a more comprehensive understanding of entrepreneurship and acquire skills that can be applicable outside entrepreneurship in the event they want to change career paths, the EEC recommends that the programme includes an elective on intrapreneurship (i.e., entrepreneurship within established organizations). This where many business school graduates tend to find employment.
5. Failure in entrepreneurship is common and it often has negative spillover effects spanning beyond the founder to their family, investors and other stakeholders. As such, students of entrepreneurship need to be aware not only of the benefits of entrepreneurship (which are many) but also of its downsides. As well, learning from failure can be valuable and so students

need to learn how to use failure as a way forward and not as a stopping point. Given that, the EEC recommends that entrepreneurial failure becomes more prominent in the programme. This may happen via a dedicated elective module or via including a stronger component of entrepreneurial failure in existing module.

6. The commercialization of ideas is part of the taught material, and this is much appreciated by the EEC. To further strengthen this part, the EEC recommends that the Gans and Stern (2003) framework is also taught to students (Gans, Joshua S., and Scott Stern. "The product market and the market for "ideas": commercialization strategies for technology entrepreneurs." Research policy 32.2 (2003): 333-350.)
7. The EEC encourages the department to analyze whether students are being over assessed as it appears that every course in the same semester has the same assessment methods. Indeed, EEC also encourages some differentiation in terms of assessment methods so that students are exposed to different methods and their combinations.
8. The structure of the program needs to be reconsidered.
9. The school needs to consider how each unit taught on the program contributes to the intended outcomes of the program and apply changes if units are not fully contributing to the delivery of the intended learning outcomes.
10. The school should maintain its support regarding the professional development of faculty in relation to staying up to date with teaching methods.
11. The links to the local businesses/ market can be improved in the very near future.
12. An external advisory board for the continuous development of the program is recommended.
13. The academic staff should reconsider the way the students are assessed on this program and ensure: (a) that they are not over assessed; and (b) various assessment methods are applied for building various soft and hard skills.
14. The program can work on ways in which students can engage in more Erasmus exchange programs and in receiving incoming students. This would greatly benefit the local students
15. An information day from local and national enterprises could benefit new students as well as ones that are about to graduate to be more aware of the opportunities that exist after studying
16. Informal arrangements to get to know academic and administrative staff could prove to be beneficial so that students can know who to contact for different needs
17. Add an information day about doctoral studies and what are the reasons one would enroll in such a program and what it entails. This may help identify good doctoral candidates that may not be aware of the process
18. Consider using standardized tests of English knowledge for admission criteria
19. The structure of the the MSc in Entrepreneurship and SMEs Management, and the assessments of courses require students to work in groups. However, the facilities of the newly build school (either flat space teaching rooms or for workshop areas that allow students to work in a group setting) may not fully accommodate exiting and anticipated future needs.
20. The EEC feels that a digital social media lab is necessary to be on the frontier of excellence— world leading.
21. The cafeteria of the school needs to be open soon after the teaching commences; this is a vital space for the socialization of students.

Areas of improvement and recommendations for PhD in Business (Entrepreneurship and Digital Business)

1. There is potentially space to go more into depth in the taught material. For example, Structural Equation Modeling is taught within one session, but this is hardly enough for students to even familiarize themselves with the tool. The EEC recommends that to overcome such shortcoming by adding 1 or 2 elective courses to meet specialized needs of some students be made available.
2. The elective courses are offered on the MSc. programme and this can allow doctoral students to start filling gaps of topical knowledge; however, the EEC notes that such approach may not be sufficient for doctoral students as MSc courses tend to focus more on the applied side while topical doctoral courses often require a different level of abstraction. Therefore, the EEC encourages the department to design and offer topical courses (e.g., various multivariate methods of analysis) solely for doctoral students, given resource availability.
3. The core courses are taught in English, but the electives are taught in Greek. This creates an issue not only in terms of consistency but also in terms of attracting students and training them. Non – Greek speaking potential students cannot enrol in elective courses and are considerably less likely to apply to the programme in the first place. For those reasons, the EEC recommends that all courses offered to PhD students are offered in English.
4. The EEC recommends that funds available for PhD candidates can cover expenses beyond conferences; these may include access to databases not offered elsewhere, data collection, and additional training offered externally.
5. Funds should be made available for students to take elective specialized courses as required.
6. Consider including standardised tests like GMAT as an additional input to the admission criteria and the decision-making process.
7. There is a complete focus the CABs list of journals and on journals allow. It might be useful to consider other ranking such as Australian Deans Council journal rankings list, the importance of journals to the area of study, book chapters, and research monographs. This more inclusive approach has become more important given that leading research institutes are now signatories to the DORA accord (<https://sfedora.org/>), including the University of Cyprus.
8. The program is not fully managed by the academics in charge since some optional modules are taught in partner universities, depending on the specific training needs of each PhD candidate. These modules are outside the control of the department. Thus, for quality control purposes, there is a need to become more self-sufficient and provide more such units (including the more methodological and analytical units) in-house, given resource availability. Otherwise there needs to be a quality assurance process which the modules taught outside of the Cyprus University of Technology are determined to be the standards required by the CUT.
9. The EEC recommends the school to show flexibility regarding the admission criteria (e.g., 7.5. average) to PhD program and evaluate each case holistically.
10. The school should also consider inviting over Visiting Professors to deliver classes, talks and training sessions to PhD candidates. This can be done even for English-speaking scholars when they focus on delivering guest lectures and serve as mentors to staff and students.
11. Revise the program such that students can engage in more Erasmus exchange programs or other forms of mobility with foreign universities

12. An information day from local and national enterprises could benefit students in terms of finding sources of collecting data and conducting their research within public and private organizations.
13. Establishing research colloquia every 6-12 months for doctoral students so that they are informed about their peers' research and can receive feedback and track their progress
14. Consider using standardized tests of English knowledge for admission criteria.
15. There is potentially space to go more into depth in the taught material. For example, Structural Equation Modeling is taught within one session but this is hardly enough for students to even familiarize themselves with the tool. The EEC recommends that to overcome such shortcoming by adding 1 or 2 additional compulsory courses so that students have the opportunity to go deeper into tools and techniques.
16. The elective courses are offered in the MSc. programme and this can allow doctoral students to start filling gaps of topical knowledge; however, the EEC notes that such approach may not be sufficient for doctoral students as MSc. courses tend to focus more on the applied side while topical doctoral courses often require a different level of abstraction. Therefore, the EEC encourages the department to design and offer topical courses solely for doctoral students.
17. The core courses are taught in English, but the electives are taught in Greek. This creates an issue not only in terms of consistency but also in terms of attracting students and training them. Non – Greek speaking potential students cannot enrol in elective courses and are considerably less likely to apply to the programme in the first place. For those reasons, the EEC recommends that all courses offered to PhD students are offered in English.
18. The EEC recommends that funds available for PhD candidates can cover expenses beyond conferences; these may include access to databases not offered elsewhere, data collection, and additional training offered externally.
19. Consider including standardized tests such as GMAT as selection criteria and input to the decision-making process.
20. The EEC is concerned about the courses that they have to be taught outside the school. Thus, it is recommended to establish rigorous quality control measures to ensure that the teaching of specialised units on multivariate-methods of analysis are of high standards. If outside sources are not knowledgeable or equipped to deliver these courses, then the school should consider hiring expert/specialised personnel to do so.
21. Access to more databases should also be considered (e.g., Bloomberg). These can be possibly accessed on a fee basis, or through bilateral agreements with other Universities in Cyprus.
22. Access to more statistical software is also needed. The school provides licences to traditional statistical software such as SPSS, NVIVO, R, STATA; however, the students are also taught material on Structural Equation Modeling but they have no access to SEM software (e.g., LISREL or EQS).



D. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Morris Altman	
Kyriaki Kosmidou	
Patrick Mikalef	
Simos Chari	
Christos Kolympiris	
Ms. Niki Makri	

Date: September 9, 2023

