Doc. 300.3.1/1

# External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

**Date: 28th of May, 2026**

- **Higher Education Institution:**
**European University of Cyprus**
- **Town: Nicosia**
- **School/Faculty: Business Administration and Digital Technologies**
- **Department: Department of Management and Marketing**
- **Programme(s) of study - Name (Duration, ECTS, Cycle)**

**Programme 1 – Business Studies (4 Years/240 ECTS, B.B.A.)**[Title 1]
**In Greek:**
Διοίκηση Επιχειρήσεων (4 Έτη/240 ECTS, Πτυχίο)
Programme Name
**In English:**
Programme Name
**Language(s) of instruction: English and Greek**Language(s)

**Programme 2 – Business Administration (18 Months, 90 ECTS, Master in Business Administration (MBA)**
[Title 2]
**In Greek:**
Διοίκηση Επιχειρήσεων (18 Μήνες, 90 ECTS, Μεταπτυχιακό)
Programme Name
**In English:**
Programme Name
**Language(s) of instruction: English**

**Programme 3 – Business Administration (3-8 Years, 180 ECTS, Ph.D.)**

[Title 3]

**In Greek:**

Διοίκηση Επιχειρήσεων (3-8 Έτη, 180 ECTS, Διδακτορικό)

Programme Name

**In English:**

Programme Name

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

**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.*

Following an invitation issued by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), the External Evaluation Committee (EEC) carried out a comprehensive external assessment of the Department of Management and Marketing and six associated academic programmes delivered by European University Cyprus (EUC). The programmes under review comprised three conventionally delivered programmes and three e-learning programmes offered at the university Nicosia's campus. The site visit was conducted on 25 and 26 May 2026 and coordinated by Emily Mouskou. The committee wishes to acknowledge the outstanding support and coordination provided by the CYQAA representative, whose efforts contributed significantly to the smooth and effective organization of the evaluation process. The EEC further expresses its appreciation to the university administration, academic and administrative personnel, students, and external collaborators for their professionalism, openness, and constructive engagement throughout the review.

As part of the evaluation procedure, the committee held a series of meetings with key stakeholder groups, including members of the university leadership, faculty representatives, administrative staff, students, graduates, and external partners. These sessions incorporated detailed presentations concerning the institutional profile of the university, the strategic orientation and operations of the Department of Management and Marketing, and the academic structure and delivery of the programs subject to evaluation. The committee engaged extensively with participants through questions and discussions addressing issues related to curriculum design, teaching and learning practices, faculty expertise, research activity, quality assurance mechanisms, student support services, and institutional governance. In addition, the EEC requested further documentation and clarifications on several matters throughout the process, all of which the university provided in a timely and comprehensive manner.

## B. External Evaluation Committee (EEC)

| *Name* | *Position* | *University* |
|---|---|---|
| **Ernst Verwaal (Chair)** | Professor | KU Leuven |
| **Henrikki Tikkanen** | Professor | Aalto University |
| **Karim Sorour**Name | Professor | Northumbria University |
| **Alexandros Evgeniou** | Student member | Open University of Cyprus |
| Name | Position | University |
| Name | Position | University |

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

- *The external evaluation report follows the structure of assessment areas.*

- *At the beginning of each assessment area there is a box presenting:*
  (a) *sub-areas*
  (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
  (c) *some questions that EEC may find useful.*

- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

- *Under each assessment area it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

  ***Findings***

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

  ***Strengths***

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

  ***Areas of improvement and recommendations***

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*

- *The EEC should state the conclusions and final remarks regarding each programme of study as a whole.*

- ***The report may also address other issues which the EEC finds relevant.***

## 1. Study programme and study programme's design and development

*(ESG 1.1, 1.2, 1.7, 1.8, 1.9)*

**Sub-areas**

**1.1. Policy for quality assurance**
**1.2. Design, approval, on-going monitoring and review**
**1.3. Public information**
**1.4. Information management**

### 1.1 Policy for quality assurance

*Standards*

- *Policy for quality assurance of the programme of study:*
  - *has a formal status and is publicly available*
  - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*

### 1.2 Design, approval, on-going monitoring and review

*Standards*

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
  - *is designed so that it enables smooth student progression*
  - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
  - *defines the expected student workload in ECTS*
  - *includes well-structured placement opportunities where appropriate*
  - *is subject to a formal institutional approval process*

- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

### 1.3 Public information

*Standards*

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
  - *selection criteria*
  - *intended learning outcomes*
  - *qualification awarded*
  - *teaching, learning and assessment procedures*
  - *pass rates*
  - *learning opportunities available to the students*
  - *graduate employment information*

### 1.4 Information management

*Standards*

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - *key performance indicators*
  - *profile of the student population*
  - *student progression, success and drop-out rates*
  - *students' satisfaction with their programmes*
  - *learning resources and student support available*
  - *career paths of graduates*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

*You may also consider the following questions:*

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

## ***Findings***

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

*Findings for BBA*

The External Evaluation Committee (EEC) has conducted a thorough assessment of the programme's policies and procedures relating to quality assurance, including its design, approval, monitoring, and periodic review mechanisms. In addition, the Committee examined the extent and accessibility of publicly available information, as well as the overall approach to information management. Based on this comprehensive evaluation, the EEC concludes that the programme meets the established criteria in all of these areas.

*Findings for MBA*

The External Evaluation Committee (EEC) has conducted a thorough assessment of the programme's policies and procedures relating to quality assurance, including its design, approval, monitoring, and periodic review mechanisms. In addition, the Committee examined the extent and accessibility of publicly available information, as well as the overall approach to information management. Based on this comprehensive evaluation, the EEC concludes that the programme meets the established criteria in all of these areas.

*Findings for PhD*

The External Evaluation Committee (EEC) has conducted a thorough assessment of the programme's policies and procedures relating to quality assurance, including its design, approval, monitoring, and periodic review mechanisms. In addition, the Committee examined the extent and accessibility of publicly available information, as well as the overall approach to information management. Based on this comprehensive evaluation, the EEC concludes that the programme meets the established criteria in all of these areas.

## ***Strengths***

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

*Strengths for BBA*

The programme demonstrates a well-defined and logically organized structure that includes mandatory core courses, specialization-oriented modules, and a variety of elective offerings. Detailed and accessible information regarding the programme is provided through a dedicated online platform, ensuring that both prospective and current students have convenient access to accurate and up-to-date programme-related information.

The programme is implemented in accordance with the Department's officially established internal quality assurance system, which is publicly available. Its operation and effectiveness are reviewed regularly through the Academic Programme Evaluation Process and the Internal Programme Evaluation Process, both conducted annually. These processes systematically incorporate student feedback, thereby promoting an ongoing culture of review and continuous improvement. In addition, the programme complies with wider institutional regulations concerning teaching quality, risk management, programme development and approval procedures, as well as the periodic review and enhancement of academic programmes.

The institution has established a comprehensive framework of regulations and administrative procedures to support the systematic gathering, analysis, and use of data related to student participation and academic progress. This enables continuous monitoring of student performance and facilitates evidence-based interventions aimed at improving learning outcomes where appropriate.

Furthermore, the programme actively involves external stakeholders, including employers and industry representatives, particularly in relation to practical and professionally oriented components. Such collaboration contributes to maintaining the relevance of the curriculum in relation to current industry expectations and professional requirements. The intended learning outcomes are also closely aligned with the strategic priorities of both the Department and the wider institution, thereby strengthening the programme's overall coherence and academic relevance.

The curriculum is additionally enhanced through guest lectures, workshops, and seminars delivered by practitioners and field experts, providing students with meaningful exposure to professional practice and contemporary developments. These activities enrich the educational experience by strengthening the connection between theoretical learning and practical application. Student progression is regulated through the University's established academic policies, which are based on a structured system encompassing programme classification, semester workload requirements, and transparent assessment and grading criteria. This framework promotes consistency, fairness, and clarity in the evaluation process and supports equitable academic progression for all students.

In addition, the programme incorporates experiential learning opportunities that allow students to apply theoretical concepts in professional or practical environments. Such experiences support the development of transferable skills and professional competencies while enhancing graduate employability.

The programme is subject to a thorough initial accreditation process and ongoing review procedures that take into account feedback from students and other relevant stakeholders. This ensures that the curriculum remains responsive to developments in academic standards and changing labour market needs.

Transparency is strongly emphasized throughout the programme's operation, with a commitment to providing stakeholders with clear, reliable, current, and easily accessible information. This approach supports informed participation and strengthens confidence in the programme and its governance.

Finally, programme effectiveness is systematically assessed through a range of key performance indicators (KPIs), covering areas such as student achievement, progression, retention, satisfaction, learning resources, and student support services. Attention is also paid to graduate employment outcomes and career development, ensuring that the programme continues to prepare students effectively for successful professional careers.

### *Strengths for MBA*

The same strengths apply to the MBA program.

### *Strengths for PhD*

The External Evaluation Committee (EEC) observed that the programme has strong policies and procedures relating to quality assurance, including its design, approval, monitoring, and periodic review mechanisms.

## ***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 BBA*

The learning outcomes related to creativity and critical thinking could be more effectively strengthened through the inclusion of a bachelor's thesis or research-based project. At present, this component remains relatively limited in scope and optional in nature. Consideration could therefore be given to expanding its extent and integrating it as a compulsory element of the programme. In addition, learning outcomes associated with practical competencies, personal development, and leadership capabilities could be more explicitly embedded within the curriculum, reflecting expectations expressed by both students and external stakeholders.

*Areas of improvement and recommendations for MBA*

The programme's learning outcomes concerning creativity and analytical thinking could be further enhanced through a more substantial thesis or research-oriented project component. Currently, this element is optional and comparatively modest in scale. Expanding this component and establishing it as a mandatory requirement could provide additional academic value. Moreover, greater emphasis could be placed on practice-oriented learning outcomes connected to professional skills, self-development, and leadership effectiveness, in line with feedback received from students and stakeholder groups.

*Areas of improvement and recommendations for PhD*

The External Evaluation Committee (EEC) observed that the PhD programme learning objectives refer to the production of academic and/or practical contributions to knowledge. The Committee emphasizes that doctoral-level research should explicitly demonstrate a theoretical contribution to knowledge, alongside possible practical, methodological, or policy-related contributions. Consequently, this expectation should be articulated more clearly and consistently throughout the programme's learning outcomes and associated documentation. The PhD and DBA program learning objectives and outcomes should be more logically synchronized: the former being the more theoretical program, the latter the more practice-oriented.

Additionally, the EEC recommends that viva examination reports be systematically reviewed on an annual basis to identify potential gaps in doctoral skills development. The findings from such reviews could then be used to inform the design of new training initiatives or the enhancement of existing learning opportunities for PhD candidates, thereby supporting the continuous development of doctoral competencies.

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

| **Sub-area** | | ***Non-compliant/ Partially Compliant/Compliant*** | | |
|---|---|---|---|---|
| | | *BBA* | *MBA* | *PhD* |
| **1.1** | Policy for quality assurance | Compliant | Compliant | Compliant |
| **1.2** | Design, approval, on-going monitoring and review | Compliant | Compliant | Compliant |
| **1.3** | Public information | Compliant | 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 BBA*

The European University of Cyprus Business School has embraced a student-centred approach to teaching and learning that emphasizes active participation, analytical thinking, and the holistic development of students. Its pedagogical approach is inclusive, adaptable, and consistent with modern educational best practices. Practical training opportunities, including internships, are frequently embedded within the curriculum, enabling students to connect theoretical understanding with professional practice. In addition, collaboration with industry and business partners enhances the educational experience and supports students' preparation for future career paths.

Assessment practices within the School are transparent, diverse, and designed to evaluate learning outcomes effectively while promoting continuous academic development. Students are informed in advance about assessment methods and expectations. Information concerning course assessment procedures and grading criteria is clearly outlined in the course syllabus and communicated at the beginning of each course. The assessment framework generally incorporates a combination of coursework assignments, mid-term examinations, and final examinations, thereby ensuring a balanced evaluation process. However, regarding the exam papers the EEC reviewed, we observed that they were to current LLMs, calculators, spreadsheets, and retrieval-based assistance.

Constructive and timely feedback is regularly provided to students, supporting their academic progress and learning development. Students and alumni interviewed by the EEC expressed a high level of satisfaction with the quality of their studies and highlighted the accessibility and regular interaction they experience with faculty members. Furthermore, evidence was observed of systematically organized teaching materials, including the use of case studies and other structured learning resources. All instructional materials are made available through the University's digital learning platform (Blackboard), ensuring students have convenient and continuous access to course content.

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### *Findings for MBA*

The same applies for the MBA.

### *Findings for PhD*

The same applies for the PhD.

## ***Strengths***

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

### *Strengths for BBA*

The findings above make the strengths clear:

1. Student-centred teaching and learning.
2. Wide variety of assessment methods.
3. Strong personal connections to students, thanks to the one-on-one advisory roles of faculty members. The program and school culture stimulate a friendly and collegiate environment between students and teaching/ administrative staff.
4. Effective internal quality assurance committees and processes. The quality assurance of the program of study is ensured through active participation of the members of the academic personnel, the members of the administrative personnel, and the students.
5. An engaged and motivated student body.
6. An engaged and committed stakeholder community.

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*Strengths for MBA*
The same applies for the MBA program.

*Strengths for PhD*
The same applies for the PhD program.

***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 External Evaluation Committee (EEC) observed that a number of the examinations reviewed were not prepared to the use of artificial intelligence (AI) tools. The Committee noted that this vulnerability reflects underlying structural limitations in the design of several examination papers, which predominantly assessed formula reproduction, mechanical calculations, and memorization of definitions and concepts. These forms of assessment closely align with tasks that contemporary AI systems perform particularly well and need to be updated to the needs of an AI-intensive business environment.

The EEC considers this issue a significant concern, particularly in light of the rapidly evolving technological environment and its implications for academic integrity and learning assessment. The Committee therefore strongly recommends reconsidering and redesigning assessment strategies toward more authentic and higher-order forms of evaluation. In particular, greater emphasis should be placed on tasks that require critical reasoning, the explicit demonstration of analytical processes, case-based problem solving, and the interpretation of complex or ambiguous data and situations. Such approaches would better align student assessment practices with the competencies and skills required in today's AI-influenced educational and professional environment.

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

| **Sub-area** | | ***Non-compliant/ Partially Compliant/Compliant*** | | |
|---|---|---|---|---|
| | | *BBA* | *MBA* | *PhD* |
| **2.1** | Process of teaching and learning and student-centred teaching methodology | Compliant | Compliant | Compliant |
| **2.2** | Practical training | Compliant | Compliant | Compliant |
| **2.3** | Student assessment | Partially compliant | Partially compliant | Partially 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 BBA*

The academic staff participating in the programme possess the necessary qualifications, expertise, and competencies required to support high-quality teaching and learning. The University applies rigorous and transparent procedures for the recruitment and promotion of both permanent faculty and adjunct teaching staff, thereby ensuring the appointment of qualified personnel.

The institution also actively encourages continuous professional development through research support mechanisms, performance evaluation processes, and opportunities for academic advancement.

A personalized and student-focused approach to education is evident throughout the programme. Faculty members are accessible, supportive, and committed to student achievement, offering academic guidance and mentorship to both on-campus and online students.

*Findings for MBA*

The above also applies for the MBA program.

*Findings for PhD*

The above also applies for the PhD program.

***Strengths***

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

*Strengths for BBA*

The strengths of the faculty teaching in the program are as follows:
1. A highly motivated team of faculty members, with good qualifications. They appear enthusiastic about their department and business school.
2. A relatively small ratio of students per faculty member, which allows the personalized approach and is consistent with the pedagogical ideals of the program.
3. Faculty members make an effort to integrate relevant practical experiences and keep courses up to date.
4. A strong and qualified cohort of adjunct professors creating a flexible pool of highly qualified academics oriented towards particular modules.

*Strengths for MBA*

The same applies for the MBA program.

*Strengths for PhD*

The same applies for the PhD program.

***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 BBA*

The EEC recommends that more international and external teachers be invited to strengthen the internationalization of the program. Place more emphasis on high-quality research by the teachers, by a broader group of scholars. Continue to attract and retain research-oriented faculty members. Cultivate a research culture in the faculty, with regular seminar series of external speakers, research visits, and research-oriented workshops and mentoring of research staff toward high-quality, impactful research.

*Areas of improvement and recommendations for MBA*

The same applies to the MBA program.

*Areas of improvement and recommendations for PhD*

PhD students would benefit from working in a more research-active environment, where full-time contracts in professors' research teams would also be available. They should be coached more efficiently towards an academic career in publishing, teaching, and service (since the majority of them express interest in such a career). See also our recommendations in the Conclusions section.

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

| **Sub-area** | ***Non-compliant/ Partially Compliant/Compliant*** | | |
|---|---|---|---|
| | *BBA* | *MBA* | *PhD* |

| | | | | |
|---|---|---|---|---|
| **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 BBA*

The EEC has assessed the programme in terms of student admission, progression, and recognition. The EEC has observed that the programme is fully compliant with these criteria. We elaborate below on these areas.

*Findings for MBA*

The EEC has assessed the programme in terms of student admission, progression, and recognition. The EEC has observed that the programme is fully compliant with the majority of these criteria. We elaborate below on these areas.

Click or tap here to enter text.

*Findings for PhD*

The EEC has assessed the programme in terms of student admission, progression, and recognition. The EEC has observed that the programme is fully compliant with the majority of these criteria. We elaborate below on these areas.

***Strengths***

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

*Strengths for BBA*

The BBA programme benefits from predefined/´published regulations regarding student admissions as well as applicable criteria which are implemented consistently and transparently. The programme benefits from rigorous regulations which define student progression, grade classification, as well as various tools to collect, monitor, and act upon relevant student progression data. There is a process for recognition of earlier learning.

Click or tap here to enter text.

*Strengths for MBA*

The same applies for the MBA program.Click or tap here to enter text.

*Strengths for PhD*

The program benefits from predefined/published regulations regarding student admission, which include an interview and the submission of an online application and an initial research proposal outlining the thesis aims, objectives, tentative research problem, indicative literature review, and research methodology. This is aligned with good practices and informs admission decisions, ensuring the potential to undertake research at the doctoral level is there. In the meantime, applications are handled through a CRM system, which offers a suitably governed environment to manage applications and have an audit trail. Student progression is based on clear milestones and enrollment in doctoral courses. Students might transfer from other institutions if they fulfill the University's entry requirements. The University has a plagiarism policy and an AI policy, and students are awarded the doctorate upon successfully completing all courses and defending their thesis in a viva voce.

## ***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 BBA*

The ECC is satisfied with the current status of the program.

*Areas of improvement and recommendations for MBA*

The EEC is satisfied with the current status of the program.Click or tap here to enter text.

*Areas of improvement and recommendations for PhD*

The learning objectives and outcomes of the program should be revised to more specifically reflect the content and logic of the program vis-á-vis the department DBA program. Likewise, the content and logic of the doctoral courses should be examined and revised accordingly.

The EEC would also suggest that viva reports are analysed annually to identify any skills gaps, this information would inform designing of new (updating existing) learning opportunities or training to PhD students that helps filling any skills gap identified.

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

| **Sub-area** | | ***Non-compliant/ Partially Compliant/Compliant*** | | |
|---|---|---|---|---|
| | | *BBA* | *MBA* | *PhD* |
| **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 BBA*

EUC provides a student-centred academic environment supported by access to contemporary learning resources and infrastructure. Students benefit from extensive library services, including digital access to academic journals and electronic books, as well as computer laboratories, specialised software applications, and analytical tools that contribute to a high-quality educational experience.

The University's facilities and physical infrastructure are modern, appropriately equipped, and well suited to the needs of teaching, learning, and research activities. In addition, administrative and support staff are available and responsive to the needs of both students and academic personnel. These support services contribute to a positive and supportive academic environment by offering personalised assistance and guidance where required.

The institution has also established measures to support student well-being, including mentoring and academic advisory services provided by faculty and staff members. At the same time, provisions are in place to support staff development, particularly in the areas of teaching and research. Financial assistance mechanisms are likewise available for students from disadvantaged backgrounds, including tuition fee reductions and related forms of support.

*Findings for MBA*

The same applied for the MBA program.

*Findings for PhD*

The same applies for the PhD program.

## ***Strengths***

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

*Strengths for BBA*

The strengths of the program are:
1. The state-of-the-art facilities,
2. Strong commitment of all staff, from vice-rector, to dean, teaching and administrative staff in terms of the provisions of facilities and related resources,
3. Experienced and committed administration and support staff working closing with faculty.

*Strengths for MBA*

The same applies for the MBA program.

*Strengths for PhD*

The same applies for the PhD program.

## ***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 BBA*

No specific improvements or recommendations

Click or tap here to enter text.

*Areas of improvement and recommendations for MBA*
No specific improvements or recommendations

*Areas of improvement and recommendations for PhD*
No specific improvements or recommendations

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

| **Sub-area** | | ***Non-compliant/ Partially Compliant/Compliant*** | | |
|---|---|---|---|---|
| | | *BBA* | *MBA* | *PhD* |
| **5.1** | Teaching and Learning resources | Compliant | Compliant | 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 EEC has assessed the programme in terms of student admission, progression, and recognition. The EEC has observed that the programme is fully compliant with the majority of these criteria. We elaborate below on these areas.

*Strengths*

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

The programme operates on the basis of clearly defined and publicly available regulations governing student admission procedures. Applicants are required to submit an online application together with an initial research proposal outlining the intended thesis objectives, research aims, preliminary research problem, indicative literature review, and proposed methodology. This approach combined with a personal interview is consistent with established good practices and supports informed admission decisions by assessing applicants' readiness and capacity to undertake doctoral-level research.

Applications are administered through a dedicated CRM system that provides an appropriately controlled and transparent environment for application management, including the maintenance of an audit trail. Student progression within the programme is structured around clearly defined milestones and the successful completion of doctoral courses. The programme also allows for student transfers from other institutions, provided that applicants satisfy the University's admission requirements.

The EUC has established formal policies concerning academic integrity (e.g. the use of AI) and plagiarism. Doctoral candidates are eligible for graduation upon the successful completion of all required coursework and the successful defence of their dissertation through a viva voce examination.

The programme is also supported by formal policies governing doctoral supervision arrangements. These policies specify eligibility criteria for supervisors, define supervisory responsibilities, and provide procedures for addressing potential conflicts of interest or difficulties arising in the student–supervisor relationship.

*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.*

As mentioned above, the learning objectives and outcomes of the program should be revised to more specifically reflect the content and logic of the program vis-á-vis the department DBA program. Likewise, the content and logic of the doctoral courses should be examined and revised accordingly.

The EEC would also suggest that viva reports are analysed annually to identify any skills gaps, this information would inform designing of new (updating existing) learning opportunities or training to PhD students that helps filling any skills gap identified.

Further support should be given to PhD candidates who would also be aspiring academics by providing wider systematic teaching opportunities or at least shadowing. Moreover, more tutoring should be provided in high-quality publishing. While the EEC commends the increasing level of research collaboration between supervisors and PhD students, it is recommended to use journal quality guidance for instance quality lists used in the international context i.e. the ABDC list or the AJG list rather than a nonselective list such as Scopus currently used.

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

| **Sub-areas** | | ***Non-compliant/ Partially Compliant/Compliant*** |
|---|---|---|
| **6.1** | Selection criteria and requirements | Compliant |
| **6.2** | Proposal and dissertation | Compliant |
| **6.3** | Supervision and committees | Compliant |

## D. 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 Panel concludes that the Bachelor of Business Administration (BBA) and Master of Business Administration (MBA) programmes are both well-structured, coherent, and appropriately aligned with the mission and strategic objectives of the Department, as well as with the broader institutional framework of the University. The programmes provide students with a comprehensive and academically sound foundation across the principal disciplines of business and management education. They benefit from clearly articulated learning outcomes, a systematic organisation of teaching and learning activities, and effective integration within the Department's established quality assurance and monitoring procedures.

The curricula demonstrate broad and balanced coverage of the core areas of business administration while maintaining a strong orientation toward employability, professional relevance, and the development of transferable skills. These objectives are supported through appropriate teaching methodologies, well-structured assessment procedures, and mechanisms for programme evaluation and continuous improvement. Furthermore, the programmes demonstrate responsiveness to labour market demands and incorporate elements of feedback obtained from external stakeholders and professional communities.

At the same time, the Panel considers that additional development would further strengthen the strategic positioning and distinctiveness of the programmes within an increasingly competitive higher education environment. In particular, further attention could be directed toward enhancing curriculum differentiation, strengthening the integration of practical and experiential learning opportunities, and promoting greater innovation in pedagogical approaches and digital delivery practices. Opportunities also exist to further enhance the international orientation of the programmes and to implement a more systematic approach to the assessment and monitoring of learning outcomes achievement in order to support educational effectiveness and programme enhancement.

The External Evaluation Committee (EEC) further observed that a number of the examinations reviewed were not sufficiently prepared for the use of artificial intelligence (AI) tools. The Committee noted that this vulnerability reflects underlying structural limitations in the design of several examination papers, which predominantly assessed formula reproduction, mechanical calculations, and memorization of definitions and concepts. These forms of assessment correspond closely to tasks that contemporary AI systems are particularly capable of performing effectively.

The EEC considers this issue to be a matter of significant concern, particularly in light of the rapidly evolving technological environment and its implications for academic integrity and student assessment. The Committee therefore strongly recommends a reconsideration and redesign of assessment strategies toward more authentic and higher-order forms of evaluation. In particular, greater emphasis should be placed on tasks requiring critical reasoning, the explicit demonstration of analytical processes, case-based problem solving, and the interpretation of complex or ambiguous data and situations. Such approaches would better align student assessment practices with the competencies and skills required in today's AI-influenced educational and professional environment.

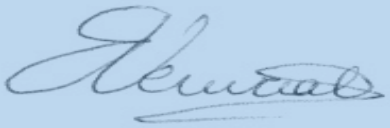
Given that the assessment concern is properly addressed, the BBA and MBA programmes will provide a reliable, comprehensive, and academically robust education in business administration and demonstrate

clear potential for further development toward greater distinctiveness, innovation, and international competitiveness.

In addition, the Panel considers that the PhD programme provides a solid foundation for doctoral education, research training, and academic supervision. The programme benefits from appropriately qualified academic staff, established procedures for doctoral supervision and evaluation, and integration within the broader research environment of the Department. Nevertheless, further development is recommended in order to strengthen the strategic focus, international visibility, and overall quality and impact of the programme's research outputs. In this regard, the current emphasis on publication output in Scopus journals appears insufficient, on its own, to effectively support the development of a stronger and more ambitious research culture oriented toward truly high-quality and internationally impactful scholarly outlets. Particular attention should therefore be given to enhancing the structure and content of doctoral training, including doctoral coursework, academic career preparation, and mentoring activities related to research development and scholarly publication in internationally recognized journals and publications, as listed, for example, in the AJG and ABCD lists.

The Panel further recommends strengthening consistency in doctoral supervision practices, expanding opportunities for external academic collaboration and research funding, and improving the monitoring of doctoral progression, completion rates, and research outcomes. Additional observations and recommendations concerning the broader development of the Department's research environment are elaborated in the departmental evaluation report. Given these adaptations, the doctoral program can evolve into a sound academic foundation and clear potential for further evolution toward greater research intensity, academic competitiveness, and international scholarly impact.

## E. Signatures of the EEC

| *Name* | *Signature* |
|---|---|
| **Prof. Ernst Verwaal** |  |
| **Prof. Henrikki Tikkanen** |  |
| **Prof. Karim Sorour** |  |
| **Alexandros Evgeniou** |  |
| Click to enter Name | |
| Click to enter Name | |

**Date:** 28th of May, 2026

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