

-Doc. 300.1.2

Date: 2nd of April, 2025

Higher Education Institution's Response

- **Higher Education Institution:**
Larnaca College

- **Town:** Larnaca

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

In Greek:

Πτυχίο στη Διοίκηση Επιχειρήσεων (4 Έτη /8 Semesters/240 ECTS,).

Με καθορισμένη ειδίκευση:

- Διοίκηση
- Λογιστική και Χρηματοοικονομική Διαχείριση
- Διαχείριση Φιλοξενίας.

In English:

Bachelor of Business Administration (4 Years/8 Semesters,240 ECTS, BBA) With designated pathways specialization:

- Management
- Accounting and Financial Management
- Hospitality and Tourism Management
- **Language(s) of instruction: English and Greek**
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

In Greek:

- Διοίκηση
- Λογιστική και Χρηματοοικονομική Διαχείριση
- Διαχείριση Φιλοξενίας.

In English: • Management • Accounting and Financial Management • Hospitality and Tourism Management



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

A. Guidelines on content and structure of the report

Larnaca College would like to express its sincere appreciation to the Committee for the thorough and constructive evaluation of the Bachelor of Business Administration (BBA) program. LCA College acknowledges the detailed feedback provided and value the recommendations aimed at enhancing the quality and effectiveness of our academic offerings.

LCA College is pleased that the EEC recognized the commitment to:

- A well-structured program with clear objectives and alignment to market needs.
- A strong academic team, with faculty members engaged in both research and practical applications.
- A student-centered learning approach that encourages critical thinking, teamwork, and practical application of knowledge.
- A transparent and effective quality assurance framework.
- A robust administrative structure supporting student learning and development.

LCA College is fully committed to addressing the areas of improvement and recommendations outlined in the EEC report. We assure the Committee that all recommendations are carefully considered and integrated into our ongoing efforts to enhance the program.

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<ul style="list-style-type: none"> For admission, no business experience is needed. As we could see from the first application, in the setting of the programme an internship was mandatory. However, no ECTS were earned for an internship. This has been changed so that an internship is no longer required. In our discussions we were assured that students would be encouraged to seek out internship opportunities during the summer, but this was not a mandatory requirement of the programme. We would like to point out that we consider either a job alongside your studies or an internship to be very useful and therefore encourage the College to think again about awarding ECTS for a job in the area of the chosen concentration or for an internship. From a student's perspective, the internship is very helpful because it is a great opportunity for students to get to know the job market and see what it is like in real life. 	<ul style="list-style-type: none"> Larnaca College acknowledges the EEC's recommendation regarding the value of internship and practical work experience in enhancing students' professional readiness. While internships have been encouraged as an extracurricular opportunity, we recognize the importance of integrating structured practical experience into the curriculum. In response to the Committee's suggestion, a mandatory internship course of 10 ECTS is added within the Hospitality and Tourism Management specialisation. (see Annex 1, Annex 6) 	Choose level of compliance:
<ul style="list-style-type: none"> Regarding the structure of the programme: the description in the written self-evaluation is a bit confusing (page 73). It distinguishes between Business requirements (150 ECTS), Elective courses (Courses of specialization (150 ECTS), General education courses (40 ECTS), and Free electives (50 ECTS)), as well as an Undergraduate/ Postgraduate Assignment (without ECTS) and a 	<ul style="list-style-type: none"> Larnaca College appreciates the EEC's feedback regarding the clarity of the program structure. LCA college acknowledges the inconsistencies in the written self-evaluation document and have taken the necessary steps to ensure that the structure is accurately represented across all materials. The program structure has been revised for each concentration, clearly distinguishing core modules and 	Choose level of compliance:

<p>Practical training (without a clear number of ECTS). The respective tables (for each concentration) are misleading. On our visit, it was clarified via verbal explanations and throughout the presentation slides. 8 Core modules are provided which lead to 80 ECTS and 16 Specialization modules are provided in each concentration leading to 160 ECTS. If the structure of the programme will be provided to external parties, the misleading programme structure should be changed accordingly.</p>	<p>specialization modules to reflect the correct allocation of ECTS. This updated structure ensures transparency and consistency in how the program is presented to both internal and external stakeholders. Annex 1 is attached, providing a detailed breakdown of the revised program structure for each specialization.</p>	
<ul style="list-style-type: none"> The written report expresses that the final mark is the sum of 50% of the marks of continuous assessment plus 50% of the grade of the final written examination. Again, it is not very clear what is meant by the expression “continuous assessment” whereas the presentation was a bit clearer – where it is mentioned “mid-term exam” instead of “continuous assessment”. Together with the respective syllabus of the specific modules it is obvious that the mid-term exams consist of an exam or a project/quiz/case study. We recommend the College be clearer in this respect in every description of the programme and to specify the type of exam already in each syllabus. 	<ul style="list-style-type: none"> Larnaca College acknowledges the EEC’s recommendation regarding the clarity of assessment criteria and the terminology used in the program descriptions. To ensure transparency and consistency, we have revised each module syllabus to explicitly specify the type of assessment under mid-term Assessment. This revision ensures that students and external stakeholders have a clear understanding of how their performance is evaluated. As requested, Annex 2 is attached, providing the updated syllabi with clearly defined assessment components for each module. 	<p>Choose level of compliance:</p>
<ul style="list-style-type: none"> The Programme Development Process follows a clear structure. However, when feedback from external stakeholders is taken into consideration, it could be more formalized. We see that there is a very good relationship between the College and the 	<ul style="list-style-type: none"> Larnaca College values the EEC’s recommendation regarding the formalization of external stakeholder feedback in the Programme Development Process. In response, LCA College is in the process of forming an Advisory Board for 	<p>Choose level of compliance:</p>

<p>industry. However, we recommend the College consider implementing a (small) advisory body for each concentration and set up a meeting at least once a year.</p>	<p>each program, consisting of industry professionals, alumni, and academic experts. These Advisory Boards will convene at least once a year to provide insights on market trends, curriculum relevance, and student employability. The terms of reference of the Advisor Board are attached as Annex 3.</p>	
<ul style="list-style-type: none"> The EEC is concerned about the achieved workload for the modular mode. In particular, the idea that a full-time working person could still take full course load and finish on time raises questions on how this would be possible and if indeed the ECTSs represent an accurate measure of the workload for the students. We recommend looking into this by, for example, comparing attendance and exam performance across the two modes. 	<ul style="list-style-type: none"> Larnaca College acknowledges the EEC's concern regarding the workload for the Modular mode and appreciates the opportunity to clarify this matter. The BBA program under reaccreditation is already offered in both Semester and Modular modes, providing flexibility for students with different learning needs and schedules. The College ensures that the ECTS allocation accurately reflects the required workload, and continuously monitors student attendance, engagement, and exam performance to assess the effectiveness of both modes. To date, LCA College has not received any negative feedback indicating discrepancies in workload measurement or academic performance between the two delivery modes. However, LCA College remains committed to further evaluating this aspect to ensure that academic standards and student academic performance remain consistently high. 	<p>Choose level of compliance:</p>

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<ul style="list-style-type: none"> The syllabi are structured consistently. However, we recommend critically thinking about whether it is appropriate that each module follows the following structure: Student centred learning: 148.5 hours (of which 48.5 independent study, 26 mid-term preparations, mid-term exam 3 hours, final exam preparation 34, final exam 3 hours, project preparation 34 hours), Even more, we encourage the College to specify the mid-term exam (already) in each module description. 	<ul style="list-style-type: none"> Larnaca College appreciates the EEC's detailed review and feedback regarding the structure of student-centered learning hours. We would like to clarify that the teaching hours per module are 39 hours, consisting of lectures and workshops. We sincerely apologize for the typographical error that appeared in the syllabus and, consequently, in the application form E200.1. The miscalculation does not reflect the actual structure of guided learning hours. 	Choose level of compliance:
<ul style="list-style-type: none"> Again, we encourage the College to require internships or practical work at least at some time during the study. That should not be a major issue as we were told that almost everybody works beside their study anyway. 	<ul style="list-style-type: none"> Larnaca College acknowledges the EEC's recommendation regarding the inclusion of internships or practical work as part of the study program. In response, the College has introduced a mandatory internship worth 10 ECTS for the specialization in Hospitality and Tourism Management (Annex 1 & Annex 6). 	Choose level of compliance:
<ul style="list-style-type: none"> Writing a thesis is not an obligation in the programme. We recommend the College think about the introduction of a mandatory thesis (the concrete design could be evaluated) – with a respective syllabus. That might be linked to the module about research methodology. 	<ul style="list-style-type: none"> Larnaca College acknowledges the EEC's recommendation regarding the introduction of a mandatory thesis and recognizes the importance of developing students' research, analytical, and critical thinking skills. In response, we have introduced a mandatory thesis as a requirement in the program, ensuring that students engage in independent research aligned with their field of study. It is clarified that the Thesis module has been introduced as a 	Choose level of compliance:

	specialization module in the concentration of Management, as well as at the concentration of Hospitality and Tourism Management. The ECTS allocation for the Thesis module is 30 ECTS (Annex 1 & Annex 4).	
<ul style="list-style-type: none"> Specifically, regarding accounting and auditing: Although most of the students come from Cyprus, the College aims to attract also students from abroad. As they are not familiar with the local requirements about the accounting regime that is mandatory in Cyprus, the module descriptions should be clear that accounting courses are based on IFRS and that (hopefully) auditing courses are based in International Standards on Auditing (ISA). We encourage the College to not only mention that in the headline but underline the specific topics within the modules by mentioning the respective standards. 	Larnaca College acknowledges the EEC's recommendation regarding the need that accounting courses should be based on IFRS and that auditing courses should be based in International Standards on Auditing (ISA). In this direction the courses are already updated and relevant material is included in those courses (Annex 7)	Choose level of compliance:
<ul style="list-style-type: none"> Regarding new developments in accounting and auditing. ESR-related topics will have to be included in the programme. Here, we recommend the inclusion of ESRS, developed by the ERFAG as they are mandatory to be applied by European companies of a certain size. 	Larnaca College acknowledges the EEC's recommendation regarding the need that ESR-related topics will have to be included in the programme. Consequently, the content of the courses is updated accordingly (Annex 7)	Choose level of compliance:

3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<ul style="list-style-type: none"> The EEC recognizes that it is financially challenging to facilitate research in the context of a small private college and we do not suggest that this needs to be in top journals (e.g. as described by the AJG 2024). However, especially with the ambition of becoming a university, thinking about further institutionalization of research production would be useful. 	<ul style="list-style-type: none"> Larnaca College appreciates the EEC's recognition of the challenges associated with facilitating research within a small private institution and acknowledges the importance of further institutionalizing research production, particularly in alignment with our long-term aspiration of becoming a university. In this regard, the College has already developed a Research Policy aimed at encouraging and supporting faculty engagement in research activities. This policy is attached in Annex 5. 	Choose level of compliance:
<ul style="list-style-type: none"> On that note, it is not entirely clear what constitutes "sufficient" research activity for the course release, or how research output in general is evaluated institutionally and how it is rewarded (except for being encouraged). It would be a logical next step to categorize research outlets and associate them with a number of points (e.g. one point for the lowest ranked journals, two for the next level, etc.). This would allow the College to quantitatively assess research faculty research output. 	<ul style="list-style-type: none"> Larnaca College acknowledges the EEC's recommendation regarding the clarification and evaluation of research activity in relation to course release and institutional recognition. We have established a structured research evaluation framework categorises research outputs based on their quality, impact, and relevance. This framework includes a point-based system to assess faculty research contributions, distinguishing between different tiers of publications (see Annex 5). 	Choose level of compliance:
<ul style="list-style-type: none"> We would encourage faculty members to continue with the research process, attend conferences, and even organize actual research seminars at the College in which faculty would present research papers to others to discuss these, a 	<ul style="list-style-type: none"> Larnaca College greatly appreciates the EEC's recommendations on fostering a stronger research culture within the institution. In alignment with these suggestions, the College has already established a research policy, the aim of which 	Choose level of compliance:

practice that may improve the quality of the research.	is to encourage faculty members to actively engage in research, attend academic conferences, and participate in collaborative research initiatives (Annex 5). Once per semester, each department will host an internal research seminar, providing faculty with the opportunity to present and discuss their research findings with colleagues. Larnaca college has decided to organize a training program on research design and development in the upcoming semester.	
<ul style="list-style-type: none"> Faculty research activities could be further promoted and integrated into the classroom in a consistent way. Most of the articles listed by the College do not deal with the core content of the respective concentrations. Therefore, we recommend to actively research in the fields of the programme as well (even if it is just visiting respective conferences). We also propose the College include topics related to ESG from an accounting and reporting perspective. Especially in that area, it is not obvious whether the necessary know-how is already available in the faculty or how further training will take place. 	<ul style="list-style-type: none"> Larnaca College acknowledges the EEC's recommendation to further align faculty research activities with the core content of the respective program concentrations. In response, the College has already developed a research policy encouraging faculty members to engage in research within their specific areas of expertise, ensuring that their scholarly work is directly related to the fields covered by the program. Additionally, the College recognizes the growing importance of Environmental, Social, and Governance (ESG) topics in accounting and reporting, and has already taken a decision to organise a training program on enhancing faculty expertise in this area. 	Choose level of compliance:
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4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The processes are well established for all programmes. Therefore, no recommendations are provided.	<p>LCA College would like to express its sincere appreciation for the time and effort invested in the evaluation of the programmes. LCA College is pleased to note that the Committee found the processes to be well established across all programmes and that no recommendations were deemed necessary.</p> <p>This positive outcome affirms our ongoing commitment to maintaining high academic standards, ensuring the quality of teaching and learning, and continuously improving the support mechanisms in place for our students and staff. LCA College views this acknowledgment as a testament to the collective work of the faculty, administrative personnel, and institutional leadership.</p> <p>LCA College remains committed to excellence and will continue to monitor and enhance its academic offerings</p>	Choose level of compliance:
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5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<ul style="list-style-type: none"> More engaging and innovative tools could be included to further support students' development. 	<ul style="list-style-type: none"> Larnaca College fully acknowledges the EEC's recommendation to incorporate more engaging and innovative tools to further enhance students' learning experience. In response, the College integrates a variety of interactive learning platforms and techniques. Additionally, we will expand the use of Flipped Classroom methodologies, allowing students to engage with course materials before class and apply their knowledge through interactive activities during sessions. Teaching strategies incorporate group work, role-playing exercises, case studies, brainstorming sessions, and the avalanche technique, fostering critical thinking, problem-solving, and teamwork. These innovative approaches ensure a dynamic and student-centered learning environment that enhances both academic and professional skills. 	Choose level of compliance:
<ul style="list-style-type: none"> Pedagogical support for teachers and students needs to be established within the college or outsourced. 	<p>LCA College fully acknowledges the importance of pedagogical support for both faculty and students to enhance the overall quality of teaching and learning. In this regard, LCA College is providing continuous training and development for existing and new faculty through the Pedagogical Support Unit, which offers structured guidance on effective teaching methodologies, student engagement strategies, and assessment practices.</p> <p>During Students' Induction Week, LCA College ensures a</p>	Choose level of compliance:

	<p>comprehensive orientation that introduces the key tools and resources necessary to support students throughout their chosen academic programme. Particular emphasis is placed on familiarizing students with the electronic library platforms, which are essential for active academic engagement and research during their studies.</p> <p>All registered students receive detailed guidance on how to access and effectively use various electronic libraries and academic tools. These resources are crucial for supporting independent learning and enhancing the overall study experience.</p> <p>In parallel, faculty members participate in regular training seminars aimed at continuous professional development. These sessions focus on areas such as quality in education, innovative teaching methodologies, and e-learning practices. Through this systematic approach, LCA College promotes academic excellence and ensures that both students and faculty are equipped with the skills and knowledge needed for success in a modern educational environment.</p> <p>Additionally, LCA College collaborates with external experts and industry professionals to deliver specialized training sessions, ensuring that faculty members remain up to date with innovative teaching approaches, digital tools, and best practices in higher education (Annex 8).</p> <ul style="list-style-type: none"> 	
<ul style="list-style-type: none"> Mentors for teachers and students could provide additional support and increase engagement. 	<ul style="list-style-type: none"> Larnaca College recognizes the value of mentorship in fostering a supportive and engaging academic environment. To ensure that new lecturers integrate smoothly into the College's teaching philosophy and institutional practices, each new faculty member is assigned 	Choose level of compliance:

	<p>to a mentor—an experienced faculty member who provides guidance, support, and constructive feedback (induction to Larnaca College philosophy and practices).</p> <p>LCA College assigns a faculty member as an advisor to each student registered in a course. The advisor's role is to provide guidance and support, assisting the student with any issues and/or challenges that arise during their studies.</p>	
<ul style="list-style-type: none"> The college needs to develop a clear idea on the audience it wants to attract and how to deal with their needs and prior experiences. 	<ul style="list-style-type: none"> Larnaca College acknowledges the importance of clearly defining its target audience and tailoring its educational approach to meet the diverse needs of its students. Being a student centered institution, we have already provided in the Internal Quality Assurance process the mechanism of collecting information and adapting the learning process to cater for the diverse learning needs and learning styles of the students. 	Choose level of compliance:
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6. Additional for doctoral programmes (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



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7. Eligibility (Joint programme) (ALL ESG)

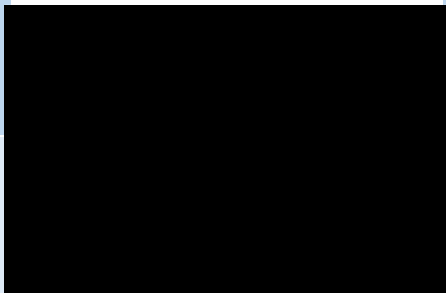
Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
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C.

D. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
ANDREAS KIRLAPPOS	Director of Academic Affairs	
ANGELOS VOULDIS	Head of the Department/ Programme Coordinator	
Click to enter Name	Click to enter Position	
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Date: Click to enter date

