Doc. 300.1.2

Date: 24th of March 2025

Higher Education Institution's Response

- **Higher Education Institution:
  LARNACA COLLEGE**

- **Town: LARNACA**

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

  In Greek:

  ΜΕΤΑΠΤΥΧΙΑΚΟ ΣΤΗ ΔΙΟΙΚΗΣΗ ΕΠΙΧΕΙΡΗΣΕΩΝ (1

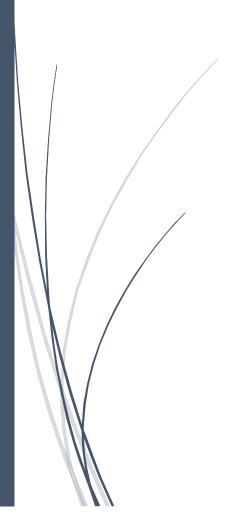 ΈΤΟΣ- 12 ΜΗΝΕΣ- 3 ΕΞΑΜΗΝΑ- 90 ECTS,

  ΜΕΤΑΠΤΥΧΙΑΚΟ

  In English:

  MASTER IN BUSINESS ADMINISTRATION (1 Year, 12

  months, 3 SEMESTERS, 90 ECTS, MBA, E-LEARNING)

- **Language(s) of instruction: ENGLISH and GREEK**

- **Programme's status:** New

- **Concentrations (if any):
  In Greek: ΔΙΟΙΚΗΣΗ,
  ΔΙΑΧΕΙΡΙΣΗ ΠΛΟΥΤΟΥ,
  ΔΙΑΧΕΙΡΙΣΗ ΑΚΙΝΗΤΩΝ**

  In English: Concentrations

- **MANAGEMENT**
- **WEALTH MANAGEMENT**
- **REAL ESTATE MANAGEMENT**

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

A. Guidelines on content and structure of the report

Thank you for your comprehensive evaluation and insightful feedback regarding the proposed distance learning MBA E-learning program at Larnaca College. LCA College appreciates the recognition of the promising emphasis on the global economy within the curriculum and the acknowledgement of the robust student support mechanisms in place for the standard programs.

LCA College fully understands and agrees with the recommendations regarding the need for more explicit and standardized processes for part-time e-learning programs. LCA College refined the teaching approach, ensuring clear alignment with the learning objectives, and ensuring a cohesive learning experience that meets the diverse needs of the students. In response to the concerns of the EEC, LCA College took proactive steps to further develop the underlying pedagogy and systematically reviewed the processes to ensure that they are fully aligned with the unique requirements of a distance learning environment.

Regarding the concerns about the development of distance learning competencies among teaching staff, LCA College has already applied a process of instituting regular professional development programs to enhance staff competencies in this mode of delivery. This includes a focus on pedagogical strategies, technological tools, and best practices in e-learning, ensuring that the faculty members are equipped with the necessary skills to deliver high-quality education in this format.

LCA College also values the input regarding the strategic direction of the program portfolio. LCA College engaged in further discussions at the institutional level and assessed the optimal scale and scope of the offerings, ensuring the balanced introduction of new programs with the necessary resources for scaling existing ones effectively.

It is important to note that this is the second visit by the External Evaluation Committee (EEC) regarding the accreditation of the MBA e-learning program. Furthermore, this version of the reaccreditation has been adapted to align with the standards of the premium accreditation committee.

Once again, LCA College is grateful for the thoughtful feedback, which undoubtedly guides the ongoing efforts to refine and improve the MBA E-learning program and other offerings at LCA College.

LCA College would like to provide you with an update on the progress made in addressing the valuable feedback provided regarding the proposed distance learning MBA E-learning 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
The emphasis on delegation means that teaching staff will be trusted to monitor the continued participation and engagement of the students. This can be good if the staff apply the same effort and standards, but there is also a risk of leaving these policies to the discretion of staff as it does not guarantee a certain standard and students might experience inconsistencies across courses and over time. For example, there are no programme-wide policies for how many lectures a student can miss before action is taken (and for which action to be taken). This is especially critical for a distance learning programme where the daily face-to-face contact with students is absent.	Thank you for your valuable feedback regarding the delegation of monitoring student participation and engagement in the distance learning MBA programme. LCA College fully understands the concerns about potential inconsistencies in attendance and engagement standards across courses. In response to the EEC's comment, LCA College would like to clarify that, since there is a CYQAA standard guideline regarding attendance in e-learning programmes, LCA College has taken proactive steps to ensure academic integrity and student engagement. Specifically, the internal regulations of LCA College stipulate a minimum compulsory attendance requirement of 70% for all e-learning courses. Accordingly, students are permitted to have a cumulative absence of up to 30% across the duration of each course. This policy **(Distance Learning Attendance Policy)** is consistently applied and monitored electronically by the LMS to maintain the quality and effectiveness of the learning experience. LCA College is committed to maintaining high standards in the distance learning programmes and will continue to refine the policies as needed to support student as in the DLPAP (**Annex 1).**	Choose level of compliance:
Additional preparatory and training sessions need to be included in the programme for both teachers and students regarding their digital skills and their ability to work effectively/efficiently in an online learning setting (support self-regulation, planning, etc.).	LCA College expresses its gratitude to the EEC for the comments and suggestions regarding the need for additional preparatory and training sessions for digital skills in the online learning program. At LCA College, we prioritize the enhancement of digital competencies among both our	Choose level of compliance:

	esteemed faculty and dedicated students. LCA College is pleased to inform the EEC that it has already fulfilled all suggestions, recommendations made by the previous EEC which evaluated the MBA e-learning and LCA College would like to emphasize that comprehensive preparatory and training sessions are already completed, focusing on digital proficiency and contemporary pedagogy e-learning. LCA College offers year-round training sessions and seminars featuring esteemed professors from the University of Cyprus and international institutions, designed to enhance the professional skills of its faculty. These sessions focus on key areas such as e-learning pedagogy, the integration of e-learning applications, and quality assurance in e-learning programs. Their aim was to support the effective planning, and efficient engagement in online learning environments. These sessions have been well-received and have significantly contributed to the success of the online program. At the same time LCA College plans to organize additional training sessions for e-learning pedagogical strategies and enhance curriculum and instructional design and quality in e-learning environments. LCA College remains committed to continuously improving the offerings to ensure a robust learning experience for all stakeholders.	
It is not always entirely clear what the overarching logic of the choice of courses in the programme is and why the included courses are chosen as opposed to alternatives. Examples are	LCA College acknowledges the EEC's observation regarding the clarity of the overarching logic behind the selection of courses within the programme. To ensure alignment with the programme, the choice of	Choose level of compliance:

provided in the following.	courses has been carefully designed to ensure coherence, academic progression, and alignment with its learning outcomes and objectives. Each course has been selected based on its relevance to the core competencies expected at the Master's level, its contribution to both theoretical and practical knowledge in the field, and its support for interdisciplinary learning where appropriate. The programme development team also considered current industry trends, stakeholder feedback, and international benchmarks in similar academic offerings. **(Annex 2 COURSES AND LEARNING OBJECTIVES)**	
The programme has no course on finance and accounting, which is otherwise included in the College's conventional MBA programme (as "Financial Strategy") and would be expected to be covered in any MBA. Instead, all three specializations here have a module called "Credit and Lending" which from the description sounds like a mix of macroeconomics and finance, leaving it uncertain how (especially) accounting is covered. This omission is problematic since one of the learning objectives of the programme is "Skills in numeracy to enable [students] to understand and use finance and accounting processes", but accounting is not mentioned anywhere else in the application (except in the description of faculty profiles).	LCA College acknowledges the Committee's observation regarding the absence of a dedicated course in finance and accounting within the programme structure. In response to this valid concern, the College has revised the curriculum to ensure alignment with the programme's stated learning objectives, particularly in relation to developing students' numeracy skills and their understanding of finance and accounting processes. Specifically, the previously included course titled Credit and Lending has been replaced with the course *Financial Strategy* and covers both finance and accounting fundamentals relevant to managerial decision-making. The updated syllabus for MBA-602 Financial Strategy is included in **Annex 3.**	Choose level of compliance:
To further strengthen the programme's focus, there is a need for more curriculum or courses on international management / international business, particularly for the Management specialization. Currently, only one week in the Strategic Management course is dedicated to these issues, and more such content would nicely	Thank you for highlighting the need to enhance the program's focus on international management and business within the Management specialization. LCA College appreciates the EECs' feedback on the current curriculum structure, particularly in integrating more comprehensive content related to	Choose level of compliance:

complement and connect the courses of Strategic Management and Global Economy.	international business and strategic management. LCA College is pleased to inform the EEC that the syllabus for the MBA-603 Strategic Management course has been revised to include comprehensive content on international management and international business. This revision aims to provide students with a deeper understanding of global business dynamics, aligning with the evolving needs of the industry. Moreover, to ensure a more cohesive learning experience, LCA College has made connections between the courses of Strategic Management and Global Economy. This will allow students to explore the interconnectedness of these subjects more thoroughly, reinforcing the practical application of strategic decision-making in a global context. The updated syllabi all the relevant changes, is included in **Annex 4.**	
The EEC believes the e-Learning MBA with the Real Estate specialization fulfills the provisions of the Estate Agents' Law and the requirements of the The Council of Registration of Estate Agents. In particular, if the diploma's modules include 50% + 1 of the subjects stipulated as 'examination material' in the Estate Agents' Regulations, which were produced in accordance with the Law, the diploma is considered fit for the Law's purposes.	LCA College would like to express its appreciation for the Committee's positive evaluation of the e-Learning MBA with a specialization in Real Estate. LCA College is pleased to note the Committee's acknowledgment that the programme aligns with the provisions of the Estate Agents' Law and the requirements set by the Council of Registration of Estate Agents. LCA College further confirms that the curriculum of the Real Estate specialization includes more than 50% + 1 of the subjects stipulated as 'examination material' under the relevant Estate Agents' Regulations. These courses were carefully selected to ensure compliance with the legal framework and to provide students with the knowledge and competencies necessary to meet the professional standards outlined by the Council. LCA College remains	Choose level of compliance:

	committed to maintaining the academic and professional integrity of the programme in full alignment with applicable legislation.	
In terms of learning objectives, the application has a number of errors that make it difficult to assess its quality. For example, the course "Strategic Management" (which arguably is central in an MBA) has well described content, but its learning objectives (as well as the field "Presentation of the Course") then apparently describes a different course, "Wealth Management".	LCA College appreciates the valuable feedback regarding the "Strategic Management" course. LCA College would like to sincerely apologize for the error in the course materials, which was due to a typing mistake. LCA College acknowledges that the learning objectives and the "Presentation of the Course" section mistakenly referred to the content of the "Wealth Management" course instead of the intended "Strategic Management" course. The syllabus for the "Strategic Management" course has now been thoroughly reviewed and revised to accurately reflect the course content and learning objectives. The corrected syllabus is included in **Annex 4.**	Choose level of compliance:
Also, the learning objectives for most courses are generic in the sense that they take the form "identify and describe basic concepts related to [course title]", "critically evaluate the basic notions and principles of [course title]", etc. This suggests that these objectives have not been crafted by the prospective specialized teaching faculty, but rather generated in a more automatic fashion. This is especially surprising for a course like "Leadership and Innovation", which already exists in the conventional MBA with specific learning objectives like "Give students an opportunity to develop a plan for how to improve and develop their own leadership style and competencies". Such a learning objective is highly relevant for this course but is not mentioned in this	LCA College appreciates the Committee's detailed feedback regarding the formulation of learning objectives across the programme's courses. LCA College would like to clarify that the College applies Bloom's Taxonomy systematically in the design of all course learning objectives, ensuring cognitive progression and alignment with the intended learning outcomes of the programme. However, in light of the Committee's observations, the LCA College has undertaken a comprehensive review and refinement of all syllabi to ensure that the learning objectives more accurately reflect the depth and specificity expected at postgraduate level. Particular attention has been given to courses such as *Leadership and Innovation*, where course-specific objectives—such as the	Choose level of compliance:

(distance learning) MBA, even though the course description has role playing activities that would seem to relate to it. In short, it seems that the learning objectives of the courses have not been given sufficient development time.	development of individual leadership competencies—have now been explicitly incorporated. The revised syllabi are included in **Annex 5**.	
Language requirements need to be clarified before publishing the programme online. The application says that the instruction language is English and Greek, which is confusing as it might signal that students need to master both languages—while in reality they choose between an English and a Greek pathway (that are identical except for the language of instruction). It is well described how students' English proficiency is assessed, but not clear how students' Greek proficiency is assessed, although this was explained during the visit.	LCA College acknowledges the Committee's concern regarding the clarity of language requirements in the programme description. LCA College would like to clarify that students are not required to be proficient in both English and Greek. Rather, the programme is offered in two separate languages of instruction—one in English and one in Greek—with identical content and structure, allowing students to select their preferred language of instruction. In terms of language proficiency, the completion of the national *Apolyterion* (school-leaving certificate) satisfies the required language competency in either English or Greek, depending on the language of instruction chosen. This approach is in line with the decision of the Ministry of Education, Sport and Youth which is also upheld by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA). The relevant clarification will be included in the programme description prior to its publication online.	Choose level of compliance:

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
Training and support are needed for both teachers and students before and during the programme. For teachers, this goes beyond technical support. It is even more important to provide support on pedagogy and learning design for online education. Similarly, for students, the need is not only to provide a manual of the user interface but also to address misconceptions about what online education is and what is expected, especially since the majority of the audience envisioned is older people who may not be as comfortable with technology as younger ones and that will have limited availability due to work and family obligations.	Thank you for the valuable observations regarding the need for comprehensive training and support for both teachers and students in online education. LCA College recognizes the importance of providing a strong foundation for both groups to ensure the success of the programme, particularly given the unique challenges faced by non-traditional students. LCA College is pleased to inform you that has already implemented several initiatives to address these concerns. The faculty attended Training Programs for professional development that not only offer technical support but also focus on pedagogy and learning design specifically tailored to online education. 1. LCA College is a member of Eden (eden-europe.eu/institutional-members-list/ and participated in various Seminars and Webinars. 2. Design and Development of Distance learning Courses by Professor Charoula Angeli from the State University of Cyprus. 3. AI Strategy Methodology for Enhancing Productivity: A Training Program for Company Leaders and Executives by Business Coaching & More. 4. Learning in in-between spaces: Designing hybrid education for the 21st Century learner by Knowledge Building Channel of European Digital Education Hub. 5. Europass Workshop – Career Development (EKE182) 6. Horizontal Skills – Soft Skills (EKEB107)	Choose level of compliance:

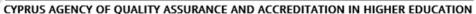|		
	7. In 2024, the Head of the Pedagogy Planning Department at Larnaca College participated in a two-day course at the Innovating Higher Education Conference organized by the European Association of Distance Teaching Universities (EADTU). This ensures that the instructors are well-equipped to deliver high-quality, engaging learning experiences in the online environment. For students, LCA College has developed comprehensive support materials that go beyond just technical guidance. These resources address key misconceptions about online education and clarify what is expected of students in an online learning setting. Understanding that many of the students may be older adults with varying levels of technological comfort and time constraints, LCA College offers additional assistance in navigating the learning platform and managing their studies in a flexible, supportive environment. LCA College believes these efforts will significantly enhance the learning experience for all participants, and LCA College is committed to continuously refining the support systems to meet the diverse needs of the students.	
The impression of the EEC is that the e-learning competences of the College currently exist as tacit knowledge among certain highly experienced individuals. This creates a challenge for scalability and risk management, and we recommend that these are to a higher extent codified as processes and diffused to other teaching staff.	LCA College appreciates the EEC's insightful feedback regarding the tacit knowledge of e-learning competences within the College. In response to this recommendation, LCA College has taken significant steps to ensure that these competences are codified as formal processes, making them more accessible and scalable across the teaching staff.	Choose level of compliance:

	The majority of our staff have substantial experience in e-learning programs both in Cyprus and internationally.	
	In addition, LCA College followed several key steps:	
	1. **Documentation of Best Practices:** LCA College began by identifying the core e-learning competences that were being informally practiced by experienced staff members. These were then formally documented, covering areas such as course design, use of digital tools, student engagement strategies, assessment methods, and support systems for both faculty and students.	
	2. **Development of Training Courses:** LCA College created comprehensive training courses designed to equip all faculty members with the necessary skills and knowledge to implement effective e-learning practices. These courses include the following thematic areas:	
	o **Course Design for Online Education:** This includes guidelines for creating clear learning objectives, designing interactive content, and structuring course materials effectively for online platforms.	
	o **Technology Integration:** This course focuses on the use of learning management systems (LMS) and	

	other digital tools, including how to integrate multimedia, facilitate online discussions, and assess student progress. ○ **Pedagogical Strategies for Online Teaching:** This section covers different online teaching strategies, such as synchronous and asynchronous learning, student-centered approaches, and maintaining student engagement in an online environment. ○ **Assessment and Feedback in the Online Environment:** LCA College has codified practices related to assessment design, feedback mechanisms, and ensuring academic integrity in a virtual setting. 3. **Development of a Knowledge Sharing Platform** To promote collaboration and ensure continued professional development, LCA College established internal platforms, such as a shared online repository and discussion forums. These platforms allow faculty to share insights, discuss challenges, and exchange resources related to e-learning practices.	

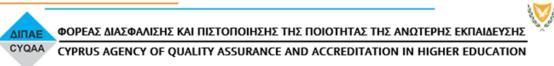|		
	4. **Development of Mentorship and Peer Support Processes:** Experienced faculty members, who were initially the holders of this tacit knowledge, are now taking on mentorship roles, guiding newer or less experienced colleagues through the application of these formalized practices in their own courses. This approach ensures a smoother knowledge transfer and strengthens a culture of collaborative learning. These initiatives ensure that e-learning competences are now embedded within the institution's processes, allowing for greater scalability, consistency, and sustainability in the delivery of online education. The training courses and supporting documentation are continually updated to reflect emerging trends and best practices in the field of e-learning. LCA College firmly believes these steps will address the EEC's recommendation by creating a more standardized and widely diffused approach to e-learning, supporting both current and future teaching staff in delivering high-quality, engaging online education.	
The College needs to spend a significant amount of time considering the teaching approach, the underlying pedagogy, the cohesion of the learning experience for the students, the overall learning objective and where and how they will be met. At this point, it seems, as described above that a lot is based on teachers' individual experiences and abilities to deal with problems as they come. The College must be	LCA College thanks the EEC for the valuable feedback regarding the College's approach to teaching, pedagogy, and the cohesion of the learning experience. LCA College understands the importance of being proactive in addressing issues that impact both the functioning of the staff and the learning experiences of the students. LCA College is committed to ensuring that the teaching approach is both	Choose level of compliance:

proactive and not reactive on issues that deal with the good functioning of its staff and the learning experiences of its students.	thoughtfully designed and systematically implemented, rather than relying solely on individual teachers' experiences and problem-solving. To that end, LCA College has taken several proactive steps to enhance the overall learning experience:	

1. **Curriculum Design:** LCA College has undertaken a thorough review of the curriculum to ensure that the teaching approach aligns with the broader educational objectives of the College. This includes a detailed mapping of course content, learning outcomes, and the pedagogical strategies used to achieve them. LCA College is continually refining the curriculum to ensure that learning objectives are clearly defined, and that there is a cohesive progression across courses.

2. **Pedagogical Framework Development:** To provide a consistent foundation for teaching and learning, LCA College has developed a comprehensive pedagogical framework that guides all course designs. This framework emphasizes student-centered learning, active engagement, and the integration of both synchronous and asynchronous learning methods. It ensures that the overall learning experience is cohesive, with a focus on fostering critical thinking, collaboration, and independent learning.

3. **Faculty Development and Training:** As part of our commitment to proactive

support, LCA College has implemented structured professional development programs for all teaching staff as described above and continuous to provide training sessions.

4. **Regular Evaluation and Feedback Mechanisms:** LCA College has introduced a system of continuous feedback from both students and faculty. Student surveys and course evaluations provide valuable insights into the learning experience, while faculty self-reflection and peer reviews help identify areas for improvement in teaching methods. This ongoing process allows LCA College to anticipate and address potential issues before they become problems, ensuring the quality of education remains high.

5. **Support Systems for Students:** LCA College has developed a range of proactive support systems for students, including orientation programs, academic advising, and dedicated online resources. These initiatives aim to provide students with the tools and guidance they need to succeed in their studies, reducing the likelihood of issues arising due to lack of clarity or preparedness.

6. **Learning Technology Integration:** LCA College has made strategic investments in our learning management systems and other technological tools to enhance the learning

	experience. These technologies are not only used to support teaching but also to provide real-time monitoring of student engagement and performance, allowing us to identify and address challenges early on. By taking these steps, LCA College is actively fostering a teaching and learning environment that is proactive, well-organized, and aligned with the College's mission and values. LCA College firmly believes that these measures will help ensure that LCA College continues to provide a high-quality, cohesive learning experience for all students.	
The e-learning programme does not institutionalize the possibility of internships or other practical training modes, which contradicts the emphasis on "practical and transferable skills" suggested in the description of programme outcomes.	LCA College thanks the EEC for the valuable feedback regarding the inclusion of internships or other practical training modes in the e-learning program. LCA College would like to assure the EEC that is in full compliance with the emphasis on "practical and transferable skills" as outlined in the programme outcomes. LCA College has proactively integrated practical experiences into the curriculum and the delivery of the programme in several ways. 1. Faculty members who teach on the MBA e-learning course possess industry experience that provide students with real-world cases from industries. 2. LCA College has developed strong partnerships with industry leaders and organizations to offer students practical learning opportunities and organisations to provide students with real-world experiences 3. Project-based assignments that are related with real business	Choose level of compliance:

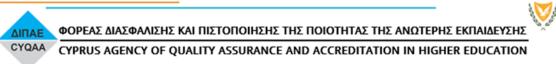|		
	problems are provided on all courses. 4. Students undertake final projects that are related with real company problems. These initiatives allow students to apply theoretical knowledge in practical settings while enhancing their skills. LCA College is committed to ensuring that the e-learning programs provide students with the necessary practical skills and experiences to succeed in their careers.	
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ΔΙΠΑΕ CYQAA
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3. Teaching staff
(ESG 1.5)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
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.	LCA 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 LCA College has already developed a Research Policy aimed at encouraging and supporting faculty engagement in research activities. A small example of research undertaking at Larnaca College: • Kirlappos, A., & Iacovides, S. (2024). Inter-Agency Analysis of EU Specialised Administrative Services: Insights from the Republic of Cyprus. Central European Public Administration Review, 22(1), 33-61. https://doi.org/10.17573/cepar.2024.1.02 • Mavrokordatos, Pete and Stascinsky, Stan. (2023). A 50 Year Economic Analysis of Mexico's Economy. Open Access Library Journal.Vol.10 No.6, June 2023. Available at: https://www.scirp.org/journal/paperinformation.aspx?paperid=125805 • Kirlappos, A. (March 2023). "The Europeanization of Gender Equality at the Municipal Level: Insights from the Republic of Cyprus," Local Government Studies. DOI: 10.1080/03003930.2023.2198219 • Mavrokordatos, Pete and Stascinsky, Stan. (2022). France: A Regression Analysis 1970 −2019 (Including Appendix with Regression Analysis). International Journal of Science, Engineering and Management (IJSEM)Vol 9, Issue 12 This policy is attached in **(Annex 6).**	Choose level of compliance:
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,	LCA College acknowledges the EEC's recommendation regarding the clarification and evaluation of research activity in relation to course release and institutional recognition. LCA College has 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 **(Annex 6).**	Choose level of compliance:

etc.). This would allow the College to quantitatively assess research faculty research output.		
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 in order to discuss these, a practice that may improve the quality of the research.	LCA College greatly appreciates the EEC's recommendations on fostering a stronger research culture within the institution. In alignment with these suggestions, the LCA College has already established a research policy, the aim of which is to encourage faculty members to actively engage in research, attend academic conferences, and participate in collaborative research initiatives **(Annex 6)**. 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. LCA College has decided to organize a training program on research design and development in the upcoming semester.	Choose level of compliance:
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 to 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.	LCA College acknowledges the EEC's recommendation to further align faculty research activities with the core content of the respective program concentrations. In response, the LCA 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, LCA 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:
Generally, the number of teaching staff seems	LCA College thanks the EEC for the feedback regarding the adequacy of teaching staff for the specific program. LCA College	Choose level of compliance:

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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to be appropriate. However, regarding this specific programme we have serious doubts.	understands and appreciates the concerns raised by the EEC, and Larnaca College takes the quality and delivery of the programs very seriously. In response to EECs' concerns, LCA College is constantly reviewing the staffing requirements for this program. This includes assessing the workload, the diversity of expertise required, and the demands placed on faculty to ensure that the program maintains its high standards of quality and student engagement. To this end, the College has open vacant positions to fulfil the programme requirements. LCA College is committed to continuously monitoring the effectiveness of its staffing arrangements and make further improvements to maintain the program's success.	
It is not clear if students are involved in research. In the thesis, they have the option to do a literature review, theory development, business plan or consultancy project. The first two do not specify any practical relevance (which is a problem in an MBA) while the last two do not relate to research. Rather than these options, it should be clear that the students' theses should simultaneously fulfil the requirements of being (1) research-based and (2) practically applicable.	LCA College fully agrees with the EEC's comment that the thesis should be both research-based and practically applicable. In response to this feedback, LCA College has revised the MBA Guide to ensure that all thesis options meet these criteria. Students will now be required to undertake research that is directly linked to practical business applications, either through research-based projects or consultancy work. This change better aligns the thesis with the MBA program's focus on both academic rigor and real-world relevance. **(Annex 7)**	Choose level of compliance:

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 including this one. However, since this is a proposed programme that is not currently running, we cannot evaluate whether these processes work adequately in the context of this programme.	LCA College wishes to thank the EEC for the thoughtful feedback regarding the processes for the proposed program. LCA College fully understands that, as this is a new program that is not yet running. However, LCA College is fully committed to ensuring that all processes function effectively within the specific context, as part of a collective effort to deliver a high-quality MBA e-learning program. LCA College would like to assure the EEC that has a robust system in place for the design, implementation, and evaluation of all programs, including the proposed one. The processes are based on extensive experience with existing programs and are continuously refined to meet high standards of quality and effectiveness. While the proposed program has not yet been launched, LCA College has already ensured that it will be supported by the same thorough procedures that have been successfully implemented for other programs. These include curriculum development protocols, faculty recruitment and training processes, student support systems, and continuous quality assurance mechanisms. Once the program is operational, LCA College will closely monitor and evaluate its effectiveness using both internal feedback and external assessments, ensuring that the processes work as intended and that any necessary adjustments are made to optimize the learning experience for students.	Choose level of compliance:

We have concerns as to the policies when it comes to attendance, as mentioned above. If someone misses classes for a whole month and only then does the administration reach out to check what is going on, it might already be too late. This is unfair for other students who attend the class and should ideally happen after two or three consecutive absences	LCA College thanks the EEC for the feedback regarding the attendance policies. LCA College fully understands and appreciates the concern about the timing of LCA Colleges' interventions. LCA College acknowledges the importance of early intervention and are continually evaluating the processes to ensure that any attendance issues are addressed proactively, in line with the college's policy that requires students to maintain at least 70% class attendance. (**Annex 1**) **(Distance Learning Attendance Policy)**	Choose level of compliance:
Accordingly, we recommend the College begin to institutionalize and codify its procedures with regard to policies on: student attendance expectations; criteria for late submission of assignments and possible penalties. While the processes for the College's other programmes are in place, learner requirements and support are qualitatively different on part-time e-learning programmes and require more explicit criteria.	LCA College appreciates the valuable recommendation regarding the institutionalization and codification of the procedures. LCA College already applies a Distance Learning Attendance Policy as already described in previous above (Annex 1). In response to EECs' feedback, LCA College formalised the following policies for all programs, with a particular focus on e-learning students: 1. **Attendance Policy**: Students are required to maintain a minimum of 70% attendance in all classes as already discussed above in Annex 1. 2. **Late Submission Policy**: Assignments submitted after the deadline will incur a penalty. A 10% reduction in the grade will apply for the first 7 days of late submission. After a period of 7 days, late submissions will no longer be accepted unless prior approval has been obtained due to extenuating circumstances. **(Annex 8)**	Choose level of compliance:

Since the programme is not currently running, we cannot assess the effectiveness of the processes so have marked the sub-areas below non-compliant.	LCA College greatly appreciates the feedback regarding the assessment of the proposed program. LCA College understands that, as the program is not yet operational, it is challenging to assess the effectiveness of the processes fully, and LCA College respects the decision to mark the sub-areas as non-compliant. LCA College would like to assure the EEC that all the necessary processes for the design, development, and implementation of the program are well-established. These processes have been successfully applied to the existing programs, and LCA College is confident that they will work effectively once the proposed program is launched. LCA College is confident that, with all well-structured systems in place, the program will meet the high standards expected by the EEC.	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
More thought is needed on how each weekly activity will address the learning objectives of the course and the overall learning objective of the programme. The mapping seen seems to have gaps in it.	LCA College fully understands and thanks for the valuable feedback regarding the mapping of weekly activities to the learning objectives of the course and the overall program. LCA College acknowledges the importance of ensuring that each activity is strategically aligned with the learning outcomes to provide a coherent and effective learning experience. In response to the EECs' concerns, LCA College has reviewed and updated the mapping of learning outcomes assessment to ensure a comprehensive alignment with both course-specific and program-level objectives for each course on a weekly basis. The revised mapping is included in **Annex 9**. LCA College trusts that this updated version addresses any gaps and provides a clearer overview of how each weekly activity contributes to achieving the desired learning outcomes.	Choose level of compliance:
More engaging and innovative tools could be included to further support students' development.	LCA College fully acknowledges the EEC's recommendation to incorporate more engaging and innovative tools to further enhance students' learning experience. LCA College wishes to clarify that a wide variety of interactive digital learning environment such as Microsoft 365 and Moodle are in place. LCA College systematically implements flipped classroom methodologies, allowing students to engage with course material before class so that they can apply their knowledge through interactive activities during teaching sessions.	Choose level of compliance:

	A range of teaching methods is employed, including group work, role-playing exercises, case studies, brainstorming sessions, discussion forums, and the avalanche technique. These approaches are designed to foster critical thinking, problem-solving, and teamwork. Through these innovative and student-centered strategies, LCA College ensures a dynamic learning environment that enhances and enriches the development of both academic and professional skills.	
Pedagogical support for teachers and students needs to be established within the college or outsourced.	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 of the College. The Unit offers structured guidance on effective teaching methodologies, student engagement strategies, and assessment practices. 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 10).** Students are attending an Induction Week, during which the key tools and resources necessary to support them throughout their chosen academic program are introduced. Particular emphasis is placed on familiarizing students with the electronic library platforms, which are essential for active academic engagement and research during their studies.	Choose level of compliance:

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	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.	
Mentors for teachers and students could provide additional support and increase engagement.	LCA 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 to a mentor—an experienced faculty member who provides guidance, support, and constructive feedback (induction to LCA College philosophy and practices). LCA College assigns a faculty member as an advisor to each student registered. The advisor's role is to provide guidance and support, assisting the student with any issues and/or challenges that arise during their studies **(Annex 11 a & b)**	Choose level of compliance:
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.	LCA 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, LCA College has 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:
In the end of the programme, the students should be capable self-learners able to self-organize, plan, set their own goals and monitor and	LCA College fully agrees with the Committee's emphasis on the importance of developing students' capacity for self-directed learning by	Choose level of compliance:

evaluate their learning trajectories. The college should provide tools, guidance, and continuous support for that.	the end of the programme. LCA College is committed to equipping students with the skills necessary to self-organize, plan, set personal academic and professional goals, and monitor and evaluate their individual learning trajectories. To support this, LCA College provides a structured framework that includes academic advising, regular formative feedback, access to digital learning resources, and dedicated support through the Virtual Learning Environment (Microsoft Teams). Additionally, tools such as learning diaries, progress tracking templates, and self-assessment activities are integrated across courses to foster autonomy and reflective learning. This approach ensures that students are continuously guided and empowered to take ownership of their learning journey.	
Since the quality of the material can dictate its effectiveness, investing in audio-visual equipment to allow for the production of high-quality recorded lectures is advised.	LCA College appreciates the insightful recommendation regarding the quality of instructional materials and the importance of high-quality recorded lectures done by the EEC. LCA College fully recognizes that the effectiveness of educational offerings is significantly influenced by the quality of the content delivered, and agrees that investing in additional audiovisual equipment is an essential step toward enhancing the learning experience for the students and faculty. In response to EECs' feedback, LCA College assessed the necessary investments in audiovisual technology and media creation software like SCORM to ensure that the recorded lectures meet the highest standards of clarity and interaction and professionalism. This includes upgrading equipment to improve both audio and visual quality, as well as implementing best practices for the recording and	Choose level of compliance:

	editing of lectures with various software packages. Below is a list of recommended equipment that will help ensure clear audio, crisp video, and overall professional quality for online learning content: 1. **Dedicated Cameras for media production** 2. **Bluetooth Microphones (Audio Quality)** 3. **HD Webcams/Screen Recording Software** 4. **Lighting (Improving Visual Quality)** 5. **Tripods and Mounts (For Stability)** 6. **Drawing tablets with stylus** By investing in this equipment, LCA College enhances the overall learning experience for students and faculty through clear visuals and audio while maintaining a professional appearance in recorded lectures and educational interactive media production.	

6. Additional for doctoral programmes
   (ALL ESG)

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7. Eligibility (Joint programme)
(ALL ESG)

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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

Name	Position	Signature
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Date: 25/04/2025