

Doc. 300.1.1

Date: Date.

External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:** Alexander College
- **Town:** Larnaca
- **School/Faculty (if applicable):** School/Faculty
- **Department/ Sector:** Department/Sector
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Μεταπτυχιακό στη Διοίκηση Επιχειρήσεων (MBA) με
Ειδικεύσεις:

In English:

Master of Business Administration

- **Language(s) of instruction:** Language(s)
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

In Greek: Concentrations



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].

In English: Concentrations

A. Introduction

This part includes basic information regarding the onsite visit.

The external examining committee (EEC) for the MBA program at Alexander College had a structured schedule of meetings with various groups on October 29, 2024, each designed to evaluate distinct aspects of the program and institution.

The day began with introductions, followed by a meeting with the institution's leaders, including the Rector and the Internal Evaluation Committee, where they presented an overview of the institution and addressed questions. This was followed by discussions with the School's Dean, department heads, and MBA program coordinators, who detailed the program's mission, strategic planning, societal connections, and development actions.

The EEC then engaged in a detailed session with the program's Coordination Committee, covering topics such as learning outcomes, ECTS, student feedback processes, student-centered teaching, and assessment methodologies. This also involved examining the admissions processes, student progression, and graduate employability.

A session exclusively with teaching staff focused on individual course design, assessment criteria, learning outcomes, and teaching resources, ensuring compliance with European Standards and Guidelines (ESG). After a lunch break, the EEC met with external stakeholders who provided insights on market alignment, industry trends, and graduate readiness.

Further, the committee held discussions with current students and alumni to gather feedback on their learning experiences and resources. Following this, administrative staff shared insights on admissions, student support, and resource management. The day concluded with a campus visit, a summary meeting among EEC members, and an exit discussion to clarify outstanding points and provide initial feedback.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Aard Groen	professor of entrepreneurship and valorization	University of Groningen
Dimitrios Spyridonidis	Associate Professor, leadership and innovation	University of Warwick
Wim Vanhaverbeke	Professor Digital strategy and innovation	University of Antwerp
Elpida Tsalamandri	student	Cyprus University of Technology
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

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

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

Sub-areas

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

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *is a part of the strategic management of the program.*
 - *focuses on the achievement of special goals related to the quality assurance of the study program.*
 - *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*
 - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
 - *integrates employer surveys to adapt to evolving workplace demands.*
 - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
 - *is published and implemented by all 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*

- *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
- *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
- *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*
 - *collaborates with industry experts for curriculum development.*
 - *conducts joint reviews with external academic specialists to maintain academic rigor.*
 - *performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.*
 - *establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.*
 - *conducts regular feedback sessions with local community leaders for societal relevance.*

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*

In addition, the program has established mechanisms of transparency & communication to ensure that

- Professional bodies validate program descriptions and outcomes.
- Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- Industry-specific & societal information is regularly updated with expert inputs.
- Alumni testimonials are included for a realistic portrayal of program outcomes.

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
 - *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*
 - *industry trend analysis.*
 - *feedback mechanisms from external partners/stakeholders*
 - *data exchanges with professional networks*
 - *employer insights concerning career readiness*
- *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?*
- *How and to what extent are external stakeholders involved in the quality assurance process of the program?*
- *How is external stakeholder feedback gathered, analyzed and implemented,?*
- *In what ways do external stakeholders assist in making program information publicly available?*
- *How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment 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.

The external examining committee found that Alexander College has a robust framework to support the quality and effectiveness of its MBA program. Policies governing the program's structure and operations are well-established, providing a strong foundation for academic standards and institutional goals. The design and development of study programs are documented, reflecting a commitment to transparency and continuous improvement. These processes align closely with the college's overarching mission and objectives, ensuring coherence between the MBA program and institutional priorities.

Additionally, a policy for quality assurance is firmly in place, emphasizing both accountability and enhancement in educational delivery. This policy not only reinforces the rigor of academic standards but also facilitates the ongoing assessment and adaptation of program content and methodology, addressing the needs of students and stakeholders alike. Information related to program objectives, policies, and updates is disseminated effectively, allowing for clarity and accessibility among students, faculty, and administrative staff.

The interactions throughout the committee's evaluation process were both productive and constructive, enabling a deeper understanding of program elements and institutional goals. These discussions underscored the college's commitment to collaboration and openness, fostering an environment conducive to meaningful feedback and improvement..

Strengths

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

The strengths of Alexander College's MBA program lie in its robust policies, transparency, and commitment to continuous improvement, all of which reflect a dedication to academic quality and stakeholder satisfaction. The program benefits from a systematically developed set of policies that cover all major aspects of program delivery and oversight. This structured approach ensures that the MBA program is not only aligned with institutional standards but also upholds high academic and operational standards.

Another strength is the emphasis on transparency and continuous improvement. The program's development and execution are guided by clear, accessible documentation and a proactive attitude towards enhancement. This transparency provides students, faculty, and stakeholders with insight into the program's objectives and operations, creating a strong foundation of trust and collaboration.

The college also demonstrates a proactive approach to handling complaints and fostering program development. A well-developed framework is in place for addressing feedback constructively, enabling a responsive process where colleagues play an active role in implementing improvements. This collaborative approach ensures that any areas of concern are met with practical, thoughtful solutions, further strengthening the program's quality.

Finally, the policies and objectives of the program are communicated effectively to both internal and external stakeholders, including alumni and other long-term partners. This clear communication strategy not only reinforces trust but also ensures that all involved parties have a shared understanding of the program's direction and values, fostering a cohesive community committed to the program's success. These strengths collectively establish the MBA program as a model of academic rigor, responsiveness, and stakeholder engagement.

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.

To enhance the impact and competitiveness of Alexander College's MBA program, several areas of improvement and recommendations can be considered. A prominent opportunity lies in integrating external stakeholders more directly into the educational experience. By using these stakeholders as "clients" for student projects, case studies, and consulting simulations, the college can infuse real-world challenges into the curriculum. Such an approach would provide students additionally to the academic knowledge of the with hands-on, practical experience, enabling them to work closely with industry professionals and gain insight into real business problems. This practical exposure not only enhances learning but also facilitates networking opportunities, creating connections that are beneficial for students as they transition into their careers.

Moreover, clearly communicating the specific ways in which the MBA program translates into long-term career benefits would strengthen the program's appeal. Leading MBA programs at comparable institutions highlight tangible outcomes—such as career advancements, industry-specific skills, or leadership readiness—that students can expect from their education. By providing concrete examples of the program's value, such as alumni success stories, placement statistics, or skills that have led to career progressions, Alexander College can illustrate the program's impact on employability and career growth. Prospective students would gain a clearer understanding of how the college's specialized tracks in areas like Public Procurement, Innovation & Entrepreneurship, and Digital Marketing directly align with their career aspirations and professional development.

Continuous faculty education and development is another area where the MBA program could further differentiate itself. Other leading institutions prioritize structured faculty development programs, ensuring their teaching staff stay current with emerging trends, industry standards, and innovative teaching methods. Regular professional development for faculty—such as industry-specific training sessions, pedagogical workshops, or certification programs—would ensure that students benefit from the latest insights and technologies. This investment in faculty would enhance the quality of instruction, signaling a commitment to academic excellence and student success.

Additionally, a more systematic comparison with similar MBA programs at other institutions could provide valuable insights for curriculum development and strategic positioning. Benchmarking Alexander College's offerings against leading MBA programs, particularly in areas such as curriculum structure, faculty credentials, and student outcomes, would allow for targeted improvements. Such comparisons can highlight unique aspects of Alexander College's program while identifying areas where enhancements would bring added value to students. Regularly assessing how

the program measures up to industry standards and adjusting accordingly can ensure that Alexander College remains competitive, relevant, and attractive to both current and prospective students.

Implementing these recommendations—greater stakeholder integration, clearly communicated career benefits, dedicated faculty development, and systematic benchmarking—would significantly bolster Alexander College’s MBA program. These improvements would not only enhance the academic rigor of the program but also ensure that students are well-prepared for their future careers, establishing the program as a leader in business education.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

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.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

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.*

- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*
 - *The time allocation for each assessment task is explicitly stated in course outlines, ensuring students are aware of the expected workload.*
 - *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

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.

The MBA program at Alexander College embodies a comprehensive "process of teaching and learning" with a strong focus on a student-centered teaching methodology. This approach not only supports the individual and social development of students but is also designed with flexibility to accommodate different modes of delivery and diverse pedagogical methods. By integrating various instructional techniques, the program enables students to achieve their learning goals while adapting to different learning styles and preferences.

Central to this methodology is the encouragement for students to actively participate in shaping their learning experiences. This active involvement fosters a sense of ownership and engagement, motivating students to contribute meaningfully to classroom discussions and collaborative projects. The learner-teacher relationship is characterized by mutual respect, with close, supportive interactions between faculty and students. This supportive environment is essential to building trust and ensuring that students feel valued and heard in their educational journey.

Additionally, the program has established clear and appropriate procedures for addressing any complaints students may have regarding the teaching and learning process. These procedures ensure that concerns are handled constructively and respectfully, further reinforcing a positive, student-centered learning environment. Through these practices, Alexander College promotes an enriching and responsive educational experience that aligns with its commitment to student success and development.

Strengths

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

Click or tap here to enter text. A significant strength of Alexander College's MBA program is its student-centered and personalized approach, which is designed to meet the diverse needs of its learners and stakeholders. This approach

fosters an environment where each student is seen as an individual with unique goals, encouraging active participation and personal growth. Instructors play a central role in this dynamic, knowing students by name and developing strong, supportive relationships that contribute to a positive learning atmosphere.

Faculty accessibility further enhances this personalized experience. Instructors are available in a flexible manner, providing students with valuable guidance and support beyond regular classroom interactions. This availability ensures that students can seek help and mentorship at any time, promoting a seamless connection between their academic experience and professional aspirations.

In addition, the MBA program offers specialized tracks that are carefully designed to address the specific needs of students and industry stakeholders. These specializations—ranging from Public Procurement to Innovation & Entrepreneurship—are tailored to align with current market demands and provide students with targeted skills that enhance their career readiness. This strategic focus on specialization allows the program to stay relevant and ensures that graduates are equipped to meet the evolving expectations of the professional world. Through these strengths, Alexander College exemplifies a commitment to personalized, impactful education that benefits both students and the broader community.

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.

While Alexander College's MBA program demonstrates several strengths, there are key areas for improvement that would further enhance its impact and alignment with industry needs. Firstly, the program would benefit from a more robust practical training component. Currently, the practical training provided does not offer students sufficient opportunities to integrate academic knowledge with real-world applications. Expanding this aspect could bridge the gap between theory and practice, allowing students to apply what they have learned in a tangible, hands-on setting, which is essential for their professional preparedness.

Additionally, there is a noticeable lack of training in leadership within the program. Developing leadership skills is critical for MBA graduates who aim to move into management roles. Adding focused training in leadership development would equip students with the competencies needed to lead teams, make strategic decisions, and drive organizational success.

Further, the program would benefit from offering more modules in the specialization. While the existing 3 specialization courses offer an adequate development of the specialized competencies of the students, the committee agrees with feedback from alumni and stakeholders that 4 or 5 specialized courses (and then less general) would deepen the expertise of students in these areas, meeting the evolving expectations of the job market and catering to varied career paths.

Lastly, the college should aim to fully engage with its advisory board members. Although the board exists to guide and shape the program's direction, a closer, more active partnership could provide valuable insights, keep the curriculum aligned with industry standards, and support the program's strategic development. Strengthening this relationship would ensure that the program remains both current and competitive in the rapidly changing business landscape.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	compliant
2.3	Student assessment	compliant

3. Teaching staff (ESG 1.5)

Sub-areas

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

3.1 Teaching staff recruitment and development

Standards

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

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

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

Findings

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

The External Evaluation Committee (EEC) has identified several strengths within Alexander College regarding the competence and qualifications of the teaching staff. Firstly, it is evident that the institution places a high priority on ensuring the competence of its educators. The teaching staff's qualifications are not only suitable but well-aligned with the objectives and intended learning outcomes of the MBA program. This alignment reflects the institution's commitment to maintaining high standards of teaching and ensuring the quality and sustainability of its educational offerings.

Moreover, the institution's promotion policies for teaching staff reflect a holistic approach that values quality across various dimensions. Staff promotions take into account not only their research activities but especially the quality of

their teaching, the continuous development of their instructional skills, and their engagement in professional mobility. This comprehensive evaluation ensures that staff members are recognized and advanced based on a balanced assessment of their contributions to both academia and teaching excellence.

Alexander College also fosters an environment that encourages innovation in teaching methods and the adoption of new technologies. Faculty members are supported in experimenting with and integrating advanced teaching techniques and digital tools, which enhances the learning experience for students and aligns with current trends in business education. This focus on pedagogical innovation demonstrates the institution's forward-thinking approach, preparing students for a dynamic and technology-driven business landscape.

In summary, Alexander College's commitment to high standards in teaching staff competence, qualifications, promotion policies, and instructional innovation creates a solid foundation for the continued quality and relevance of its MBA program.

Strengths

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

The teaching staff at Alexander College demonstrate several noteworthy strengths that contribute to the success and quality of its MBA program. First and foremost, the quality of the teaching staff is high, with educators who bring substantial expertise and commitment to their roles. This level of professionalism ensures that students benefit from a strong academic foundation and are well-supported in achieving their learning outcomes. The instructors' qualifications and experience meet the requirements necessary to deliver a rigorous, relevant MBA curriculum.

Additionally, the faculty is marked by a strong sense of team cohesion. This collaborative spirit fosters intensive cooperation among staff members, allowing them to work together effectively in curriculum planning, student mentoring, and problem-solving. Such cohesion contributes to a supportive, unified teaching environment, where shared goals and open communication enhance the educational experience for students.

Furthermore, the institution encourages innovation among its teaching staff, promoting the adoption of new pedagogical approaches and the integration of advanced technologies. This encouragement of innovation reflects a forward-thinking approach that ensures teaching methods remain dynamic and relevant, aligning with evolving trends in business education. Faculty members are thus empowered to explore and apply innovative teaching strategies, enhancing the overall learning experience and preparing students for the challenges of a technology-driven business world.

Together, these strengths—the quality of the teaching staff, team cohesion, and a culture of innovation—create an enriching educational environment that supports academic excellence and fosters a modern, adaptable approach to business education at Alexander College.

Areas of improvement and recommendations

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

1. **Enhance Research Performance through Structured Allocation of Research Time**

Although time for research is available, implementing a structured, programmatic approach to research development would further improve research performance. Allocating research time based on individual performance metrics could incentivize productivity and foster high-quality research output across the department.

2. **Strengthen the Integration of Research in Teaching with Broader Research Materials**

While connections between research and teaching are evident, expanding the use of broader, research-oriented materials in courses could enrich students' learning experience. Encouraging staff to incorporate diverse, advanced research findings would deepen students' academic exposure and understanding of current industry and academic trends.

3. **Facilitate Closer Relationships with External Stakeholders**

To enhance real-world relevance and insight, staff members should be supported in developing closer working relationships with stakeholders, including advisory board members. Building these connections would not only benefit the faculty but also provide valuable perspectives that can be integrated into the curriculum.

4. **Provide Comprehensive Training on New Educational Technologies**

Ensuring ample training opportunities for staff in emerging educational technologies, such as AI tools and hybrid teaching methods, is essential. Enabling faculty to effectively use these tools will enhance their teaching capabilities, support innovative course delivery, and align with modern educational practices.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant

4. Student admission, progression, recognition and certification (ESG 1.4)

Sub-areas

4.1 Student admission, processes and criteria

4.2 Student progression

4.3 Student recognition

4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

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

Admission Requirements: The admission requirements for the MBA program are appropriate and ensure that students have the necessary background for successful study. Students' prior education, including that of international applicants, is carefully assessed to match program standards, ensuring a diverse and well-prepared cohort. Students also report having strong communication and interaction with staff, supporting a smooth transition into the program.

Recognition of Prior Learning: A clear and structured process is in place for recognizing prior learning and work experience, including credits from foreign institutions. This allows students with varied educational and professional backgrounds to integrate their achievements into the program.

Certification and Diploma Supplement: The certification provided includes a diploma supplement that aligns with European and international standards, offering transparency and facilitating recognition of the qualification globally.

Strengths

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

The administrative processes supporting Alexander College's MBA program demonstrate several strengths, reflecting a well-organized and student-centered approach. The entire framework for student admission, regulation, and certification is thoroughly established and operates effectively, ensuring that each stage of the student journey is

seamless and supported by clear procedures. This structured system enables students to navigate administrative processes with confidence, knowing that they will receive reliable support at every step, from admission to graduation.

One of the standout aspects of the administration is its personal approach, which students highly value. Staff members are approachable and attentive to individual student needs, fostering a welcoming and supportive atmosphere. This personal touch not only makes administrative interactions more pleasant but also helps address any student concerns efficiently, enhancing overall satisfaction with the program.

Overall, while no particular strengths or weaknesses were observed in the operational processes, the college's emphasis on a personalized approach within its administration distinguishes it as a welcoming and effective support system for its students. This commitment to individualized attention sets Alexander College apart, contributing positively to the student experience and reinforcing the program's reputation for responsiveness and care.

Areas of improvement and recommendations

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

At this time, no specific areas for improvement have been identified within the administrative processes of Alexander College's MBA program. The systems in place for student admission, regulation, and certification are well-structured and function effectively, providing a strong foundation for student support. Additionally, the administration's commitment to a personalized approach has been noted as a significant strength, enhancing student satisfaction and engagement.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	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.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

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

The EEC has confirmed that Alexander College provides students with adequate and readily accessible teaching and learning resources, including well-equipped learning environments, materials, and aids that fully support the achievement of objectives in the MBA program. Additionally, all resources are carefully evaluated to be fit for purpose, meeting the specific needs of both students and faculty.

Strengths

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

The learning environment at Alexander College presents several strengths that contribute positively to the student experience. One notable asset is the newly organized library, which provides a well-curated space for study and research, giving students easy access to essential academic resources that support their learning objectives. This reorganization has enhanced the library's usability, making it a valuable resource for students across various programs.

The college also benefits from a rooftop area, which serves as an excellent space for social networking and community building among students. This space fosters informal interactions, encouraging connections that enrich both academic and professional development.

Additionally, the building itself is purpose-built and designed to leave a strong, positive impression. The layout and facilities align with the needs of a modern academic institution, creating a welcoming and functional environment that supports a variety of learning and social activities. These strengths collectively contribute to a vibrant and effective learning atmosphere at Alexander College.

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.

While Alexander College's learning environment offers many strengths, there are key areas for improvement that would further enhance the student experience and align the program with current industry demands. Firstly, there is a lack of networking events. Increasing the frequency and variety of these events would provide students with more opportunities to build valuable professional connections, interact with industry experts, and develop relationships that could support their future careers.

Additionally, there is a need for more dedicated training for the use of new (information) technologies, such as artificial intelligence tools and software. Providing students with hands-on experience in these emerging technologies would not only enrich their learning but also ensure they are well-prepared for the demands of a digitally-driven workforce.

Moreover, strengthening connections with social innovation clubs and other entrepreneurial accelerators would significantly enhance the entrepreneurial activities available to both students and alumni. Access to such resources would foster a more vibrant startup culture within the college, empowering students to pursue innovative ventures

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	compliant
5.2	Physical resources	compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

6.1 Selection criteria and requirements

6.2 Proposal and dissertation

6.3 Supervision and committees

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*

- reports per semester and feedback from supervisors
- support for writing research papers
- participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.

You may also consider the following questions:

- How is the scientific quality of the PhD thesis ensured?
- Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?
- Are the criteria reflected in 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.

N/A

Strengths

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

N/A

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.

N/A

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

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

D. Conclusions and final remarks

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

Conclusions and Final Remarks

The EEC concluded that Alexander College's MBA program meets all essential requirements, demonstrating a solid alignment with stakeholder and student needs. The addition of specializations effectively addresses these demands, ensuring that students have targeted opportunities to build relevant skills in areas such as Public Procurement, Leadership Management, Innovation & Entrepreneurship, and Digital Marketing. The teaching staff is well-prepared to deliver this enhanced curriculum, possessing the necessary qualifications and a strong commitment to student success. The committee was also pleased to note improvements in the library's organization, which now provides more accessible resources to support academic and research endeavors.

Moreover, the program has substantial potential for further development, especially through enhanced integration with external stakeholders. Utilizing these connections in the context of challenge-based learning within the specialized tracks could bring additional practical benefits and deepen students' professional readiness.

Recommendations

To strengthen the MBA program further, the EEC recommends a more strategic approach to faculty development, including training in new technologies such as AI and hybrid teaching methods. Additionally, fostering stronger engagement with advisory board members and external stakeholders will add valuable industry perspectives to the curriculum. Expanding networking opportunities and creating dedicated facilities for hands-on training with advanced technologies would also ensure that graduates are equipped with both theoretical and practical competencies, positioning them for success in a competitive business environment.



E. Signatures of the EEC

Name	Signature
Aard Groen	
Dimitrios Spyridonidis	
Wim Vanhaverbeke	
Elpida Tsalamandri	
Click to enter Name	
Click to enter Name	

Date: 30 October 2024