



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



4/4/2019

Doc. 300.1.1

# Larnaca College

Master in Business Administration

## External evaluation report

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 and 2016” [N. 136 (I)/2015 and N. 47(I)/2016].

## A. Introduction

We undertook this evaluation on the basis of the appropriate norms for the institution type.

We were supplied with the document 200.1 that runs to 249 pages before our visit. During our site visit on the 3<sup>rd</sup> of April, we were given a number of presentations by faculty and management. We found the documentation to be thorough and very helpful in enabling us to understand the program structure, its management and the wider context.

We had the opportunity to visit the premises: the library, the computer lab, the teaching rooms and the common areas of the building.

We also met and interviewed three students from different years of study, including the student representative, in the absence of faculty members. One of the students worked full time as a police officer and he was able to give us insights about the college in light of these plans for the MBA. When asked, all three students said that they are interested in pursuing MBA studies at Larnaca College.

Moreover, we noted that every effort was made to help us during the onsite visit and everyone seemed very flexible to accommodate the program to the needs of the assessment committee.

Our overall impression of the submitted material is that it conforms to the assessment requirements stated by the agency and contains the desired documentation and information, and we acknowledge all the efforts that have gone into the production and presentation of the material.

The faculty, administration and school leadership were generous with their time and engaged with us openly and thoughtfully during the visit. We welcomed the opportunity to have an open and constructive dialogue with the college stakeholders.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Kevin Orr</b>	Professor	St. Andrews University
<b>Periklis Gogas</b>	Associate Professor	Democritus University
<b>Christos Kolympiris</b>	Associate Professor	University of Warwick
<b>Anna Filiou</b>	Student	University of Cyprus



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

### Standards

- *Policy for quality assurance of the program of study:*
  - *has a formal status and is publicly available*
  - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*
  
- *The program of study:*
  - *is designed with overall program objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
  - *is designed so that it enables smooth student progression*
  - *defines the expected student workload in ECTS*
  - *includes well-structured placement opportunities where appropriate*
  - *is subject to a formal institutional approval process*
  - *results to 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 program 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, the student expectations, needs and satisfaction in relation to the program*
  - *is reviewed and revised regularly involving students and other stakeholders*

- *Public information (clear, accurate, objective, up-to date and readily accessible):*
  - *about the program of study offered*
  - *the selection criteria*
  - *the intended learning outcomes*
  - *the qualification awarded*
  - *the teaching, learning and assessment procedures*
  - *the pass rates*
  - *the learning opportunities available to the students*
  - *graduate employment information*

### Findings

The proposed MBA program is well structured and the five pathways is a noteworthy innovation. There is space for development especially when it comes to ironing out details of the program but overall the committee is content with the program and its goals.

### Strengths

The five pathways are an important innovation of the program as they allow the students to strike the right balance between breadth and depth in their education. Along the same lines, the program was built after leading MBA programs abroad with proven success. Existing faculty expertise in teaching feeds into the MBA program and this is another strength especially when considering that MBA teaching (and student expectations) often require different skillsets than MSc. programs.

### Areas of improvement and recommendations

While, as recognized above, the five pathways are an innovation of the program that can set it apart from the competition, the practical difficulties of running them in parallel should be ironed out. This includes decisions on the minimum number of students per pathway in line with government regulations and workload allocation among faculty depending on the popularity of each pathway.

Consistent with international trends in MBA curricula as well as an increasing taste among MBA candidates to enter entrepreneurship, we recommend a module on entrepreneurship and innovation to be included as a core module in the program.

Given the relevance of Artificial Intelligence (AI) and its implications, the College may consider incorporating AI in some of the modules.

### Note what is applicable for each quality indicator/criterion

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
1.1	Quality assurance policy defines competences and procedures for the people involved.	8
1.2	Participation in quality assurance processes is ensured for:	
1.2.1	the members of the teaching staff	8
1.2.2	the members of the administrative staff	8
1.2.3	the students	7
1.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.	8
1.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.	8
1.5	The organization of the educational process safeguards the quality implementation of the program's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:	
1.5.1	The implementation of a specific academic calendar and its timely publication	8
1.5.2	The disclosure of the program's curricula to the students, and their implementation by the teaching staff	6
1.5.3	The course web-pages, updated with the relevant supplementary material	8
1.5.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	8
1.5.5	The procedures for the conduct and the format of the examinations and for student assessment	8
1.5.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process	7
1.6	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.	9
1.7	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.	9
1.8	The following ensure the achievement of the program's purpose, objectives and the learning outcomes:	

<b>1.8.1</b>	The number of courses	7
<b>1.8.2</b>	The program's content	8
<b>1.8.3</b>	The methods of assessment	8
<b>1.8.4</b>	The teaching material	8
<b>1.8.5</b>	The equipment	7
<b>1.9</b>	The expected learning outcomes of the program are known to the students and to the members of the teaching staff.	8
<b>1.10</b>	The learning process is properly designed to achieve the expected learning outcomes.	8
<b>1.11</b>	It is ensured that learning outcomes may be achieved within the specified timeframe.	8
<b>1.12</b>	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses according to the European practice.	9
<b>1.13</b>	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.	8
<b>1.14</b>	New research results are embodied in the content of the program of study.	8
<b>1.15</b>	The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree.	N/A
<b>1.16</b>	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.	8
<b>1.17</b>	The learning outcomes and the content of the program are consistent.	8
<b>1.18</b>	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.	8
<b>1.19</b>	The higher education qualification awarded to the students, corresponds to the purpose, objectives and the learning outcomes of the program.	8
<b>1.20</b>	The higher education qualification and the program of study, conform to the provisions of their corresponding professional and vocational bodies for the purpose of registration to these bodies.	8

1.21	Program's management with regard to its design, its approval, its monitoring and its review, is in place.	9
1.22	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.	8
1.23	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.	7
1.24	Procedures are applied so that the program conforms to the scientific and professional activities of the graduates.	8
1.25	Indicators for the employability of graduates and the employability record of the department's graduates are described in the feasibility study.	8
1.26	The graduation rate for the program of study is analogous to other programs with similar content.	8
1.27	The program of study benefits the society.	8
1.28	Information relating to the program of study are posted publicly and include:	
1.28.1	The provisions regarding unit credits	8
1.28.2	The expected learning outcomes	6
1.28.3	The methodology	6
1.28.4	Course descriptions	6
1.28.5	The program's structure	8
1.28.6	The admission requirements	8
1.28.7	The format and the procedures for student assessment	6
1.28.8	The pass rates	6

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.

We believe that the purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution. The college has an ambitious vision for its development and identifies the MBA program as an important milestone on its strategic journey.

It is evident that the purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.

The 5 compulsory modules offer the students a well-balanced and general grounding, appropriate for an MBA.



We were impressed with the qualities of the leadership team of the MBA program. The leadership team seems very enthusiastic, competent and experienced for the task.

## 2. Teaching, learning and student assessment (ESG 1.3)

### Standards

- *The process of teaching and learning supports students' individual and social development and respects their needs.*
- *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.*
- *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.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for and method of assessment as well as criteria for marking are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*

### Findings

There is a comprehensive teaching methodology and mechanisms. Although Larnaca College is of small size, it appears the College has given appropriate consideration to the overall teaching and learning design and delivery of the proposed program. The program is built with student needs in mind.

### Strengths

A number of committees as well as the internal verifier ensure proper delivery of module material and constitute an important means the College maintains consistent quality standards.

The Larnaca College Review is a first step to incorporate research into teaching more directly and the Committee stresses the need to strengthen this effort.

The College appears to have strong ties with the business community and plans to leverage such ties to offer guest lectures to students.

### Areas of improvement and recommendations

It is not entirely clear how the College plans to address cases of students failing repeatedly. We urge the College to set clear guidelines for cases of this kind.

While there are some preliminary plans to include external academics in the College's teaching effort at the MBA level, more could be done likely by setting aside resources for hosting externals for the purpose of teaching.

### Note what is applicable for each quality indicator/criterion

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
2.1	The number of students in each class allows for constructive teaching and communication.	8
2.2	The number of students in each class compares positively to the current international standards and/or practices.	8
2.3	A policy for regular and effective communication, between the teaching staff and the students, is applied.	9
2.4	The methodology utilized in each course leads to the achievement of the course's purpose and objectives and those of the individual modules.	8
2.5	Formative assessment and feedback are provided to the students regularly.	7
2.6	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.	8
2.7	Educational activities which encourage students' active participation in the learning process, are implemented.	8
2.8	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	8
2.9	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.	8
2.10	It is ensured that teaching and learning have been enlightened by research.	8
2.11	Students, teaching and administrative staff participate in research activities and projects.	8
2.12	Students are trained in the research process.	7

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.

It seems that the communication is easy, efficient and embedded in the culture of the college. It is one of the main strengths mentioned by all three students we interviewed.

### 3. Teaching Staff (ESG 1.5)

#### Standards

- *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 program, and to ensure quality and sustainability of the teaching and learning.*
- *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).*
- *Recognised visiting teaching staff participate in teaching the study program.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Assessment of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*

#### Findings

The teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the MBA and there are efforts to improve staff teaching skills.

#### Strengths

The College encourages research activities in a number of ways including full support for conference attendance and such activities can augment staff's professional development.

The Larnaca College Review is a first step to ease research dissemination.

Research activity is a requirement for promotion and this creates additional incentives for staff development.

Soft mentoring activities are in place and this is particularly relevant for staff with limited experience in teaching MBA modules (as it is the case for a number of faculty).

### Areas of improvement and recommendations

While there is a clear ambition for faculty to engage in research activities, the teaching load is relatively high and this may present obstacles towards that goal. Reduced teaching loads are offered only if research funding has been secured but not before to compensate for the time and effort required to submit a grant proposal.

Incentives for grant acquisition are tied to the College and not to the individual researcher and this may create disincentives for faculty to apply for grants.

### Note what is applicable for each quality indicator/criterion

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
3.1	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.	9
3.2	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:	
	3.2.1 Subject specialization, preferably with a doctorate, in the discipline	9
	3.2.2 Publications within the discipline	7
3.3	The program attracts visiting professors of recognized academic standing.	7
3.4	The specializations of visiting professors adequately support the program of study.	7
3.5	Special teaching staff and special scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.	8
3.6	In every program of study the special teaching staff does not exceed 30% of the permanent teaching staff.	8

<b>3.7</b>	In the program of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the program of study.	8
<b>3.8</b>	The ratio of the number of students to the total number of teaching staff supports and safeguards of the program's quality.	8
<b>3.9</b>	The teaching load allows the conduct of research and contribution to society.	6
<b>3.10</b>	Future redundancies / retirements, expected recruitment and promotions of teaching staff safeguard the unimpeded implementation of the program of study within a five-year span.	7
<b>3.11</b>	The program's coordinator has the qualifications and experience to coordinate the program of study.	8
<b>3.12</b>	The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.	6
<b>3.13</b>	The teaching staff are provided with training opportunities in teaching methods, adult education and new technologies.	7
<b>3.14</b>	Feedback processes for teaching staff with regards to the evaluation of their teaching work, by the students, are satisfactory.	8

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.

#### 4. Students (ESG 1.4, 1.6, 1.7)

##### Standards

- *Pre-defined and published regulations regarding student admission, progression, recognition and certification are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*
- *Information on students, like key performance indicators, profile of the student population, student progression, success and drop-out rates, students' satisfaction with their programs, learning resources and student support available, career paths of graduates, is collected, monitored and analyzed.*
- *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.*
- *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.*
- *Student support is provided covering the needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities).*
- *A formal procedure for student appeals is in place.*
- *Students are involved in evaluating the teaching staff.*
- *Students' mobility is encouraged and supported.*

##### Findings

There are clear regulations in place for student admission and recognition. Students receive support on nearly all of their activities and they are recognized accordingly when applicable.

##### Strengths

The College offers tailored services, not confined to class activities, to students and this is a strong plus. There is flexibility in the program for mature students and this is yet another strength. The

College appears keen to engage with the student population both in terms of student recruitment and welfare. Importantly, the College has identified current students as a potential pool for the MBA cohort and this gives the College an edge already.

Areas of improvement and recommendations

Actions to engage students in professional activities outside the classroom are recognized as a strength of the program. But, such actions are tied to the goodwill of faculty members and are, therefore, at risk of not being maintained over time. The College could consider ways to institutionalize them by for instance having a career fair on site every year.

We appreciate the reasoning for admitting students in the MBA without a Bachelor’s degree but the flexibility underlying such a case-by-case context presents significant challenges and it is not entirely clear whether such admissions are aligned with government regulations.

Note what is applicable for each quality indicator/criterion

- 1 or 2: Non-compliant
- 3 or 4: Non-compliant
- 5 or 6: Partially compliant
- 7 or 8: Substantially compliant
- 9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
4.1	The student admission requirements of the program of study, are based on specific regulations and suitable criteria.	8
4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with the European and international standards.	N/A
4.3	The program’s evaluation mechanism, by the students, is effective.	8
4.4	Students participation in exchange programs is compared favorably to similar programs across Europe.	6
4.5	There is a student welfare service that supports students with regards to academic, personal problems and difficulties.	9
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	8
4.7	Control mechanisms for student performance are effective.	8
4.8	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	8



Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.

## 5. Resources (ESG 1.6)

Standards

- *Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources\*) are provided to students and support the achievement of objectives in the study program.*  
\* *Physical resources: premises, libraries, study facilities, IT infrastructure, etc.*  
*Human support resources: tutors/mentors, counselors, other advisers, qualified administrative staff*
- *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.*
- *Teaching staff is involved in the management of financial resources regarding the program of study.*

### Findings

The College offers adequate resources to both students and faculty including access to library material, IT infrastructure and administrative support.

### Strengths

Access to the University of Cyprus library as well as access to EBSCO and other databases offered on site are valuable resources for students and faculty.

There is a clear vision from the leadership team to equip students and faculty with resources as needed.

### Areas of improvement and recommendations

While it is clear that at least in the short run the MBA cohorts are not expected to require larger classrooms, for the long run the College should consider that the current infrastructure may present difficulties for bigger cohorts.

### Note what is applicable for each quality indicator/criterion

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

5.1	Adequate and modern learning resources, are available to the students, including the following:		
	5.1.1	facilities	8
	5.1.2	library	7
	5.1.3	infrastructure	8
	5.1.4	student welfare	8
	5.1.5	academic mentoring	8
5.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.		8
5.3	Suitable books and reputable journals support the program of study.		9
5.4	An internal communication platform supports the program of study.		9
5.5	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.		8
5.6	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.		9
5.7	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.		8

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.

## 6. Additional for distance learning programs (ALL ESG)

### Standards

- ***The distance learning methodology is appropriate for the particular program of study.***
- *A pedagogical planning unit for distance learning, which is responsible for the support of the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*
- *Feedback processes for students in relation to written assignments are set.*

- *Specific plan is developed to ensure student interaction with each other, with the teaching staff, and the study material.*
- *Teacher training programs focusing on interaction and the specificities of distance learning are offered.*
- *A complete assessment framework is designed, focusing on distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, guidance are set.*
- *A study guide for each course, fully aligned with distance learning methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
  - *Clearly defined objectives and expected learning outcomes of the program, of the modules and activities in an organised and coherent manner*
  - *Presentation of course material, on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
  - *Weekly outline of set activities and exercises and clear instructions for creating posts, discussion, and feedback*
  - *Self-assessment exercises and self-correction guide*
  - *Bibliographic references and suggestions for further study*
  - *Number of assignments/papers and their topics, along with instructions and additional study material*
  - *Synopsis*

### Findings

### Strengths

### Areas of improvement and recommendations

Note what is applicable for each quality indicator/criterion

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

6.1	The pedagogical planning unit for distance learning supports the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment.	
6.2	The institution safeguards the interaction between students, students and teaching staff, students and study guides/material of study.	
6.3	The process and the conditions for the recruitment of teaching staff, ensure that candidates have the necessary skills and experience for distance learning education.	
6.4	Training, guidance and support are provided to the teaching staff, through appropriate procedures.	
6.5	Student performance monitoring mechanisms are satisfactory.	
6.6	Adequate mentoring by the teaching staff, is provided to students, through established procedures.	
6.7	The unimpeded distance learning communication between the teaching staff and the students, is ensured.	
6.8	Assessment consistency is ensured.	
6.9	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the distance learning education methodology and are updated regularly.	
6.10	The program of study has the appropriate and adequate infrastructure for the support of distance learning.	
6.11	The supporting infrastructures are easily accessible.	
6.12	Students are informed and trained with regards to the available educational infrastructure.	
6.13	Procedures for systematic control and improvement of the supportive services are set.	
6.14	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.	
6.15	Electronic library services are provided according to international practice in order to support the needs of the students and the teaching staff.	
6.16	The students and the teaching staff have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.	

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.

## 7. Additional for doctoral programs (ALL ESG)

### Standards

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

Findings

Strengths

Areas of improvement and recommendations

Note what is applicable for each quality indicator/criterion

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
7.1	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	
7.2	The structure and the content of a doctoral program of study ensure the quality provision of doctoral studies.	
7.3	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	
7.4	The number of doctoral students, under the supervision of a member of the teaching staff enables continuous and effective feedback provided to the students and it complies with the European and international standards.	

7.5	The research interests of academic advisors and supervisors adequately cover the thematic areas of research conducted by the doctoral students of the program.	
7.6	Research equipment, laboratories, workshops and existing bibliographic material support the program of study.	
7.7	The quality of the doctoral theses of the program in this field is in line with international standards.	
7.8	Doctoral candidates have publications in scientific journals and/ or participate in international conferences.	
7.9	The institution has mechanisms and funds to support writing and attending conferences of doctoral candidates.	
7.10	The candidates demonstrate skills in designing and in conducting productive self-directed research.	
7.11	Candidates are aware of the ethical implications of their research and of their responsibilities as scientists.	
7.12	Suitable procedures of monitoring and periodic assessment of students' research progress are set.	
7.13	There is a clear policy on authorship and intellectual property.	

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.



## 8. Additional for joint programs (ALL ESG)

### Standards

- *The joint program is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The partner universities apply joint internal quality assurance processes.*
- *The joint program is offered jointly, involving all cooperating universities in the design, delivery and further development of the program.*
- *The terms and conditions of the joint program are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
  - *Denomination of the degree(s) awarded in the program*
  - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
  - *Admission and selection procedures for students*
  - *Mobility of students and teaching staff*
  - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
  - *Handling of different semester periods, if exists*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the program.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

### Findings

### Strengths

### Areas of improvement and recommendations

Note what is applicable for each quality indicator/criterion

- 1 or 2: Non-compliant
- 3 or 4: Non-compliant
- 5 or 6: Partially compliant
- 7 or 8: Substantially compliant
- 9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
8.1	The joint study program promotes the fulfilment of the mission and achievement of the goals of the partner universities.	
8.2	The joint study program has been developed by all the partner universities, which are also involved in its further development.	
8.3	The partner universities have defined the responsibility of the parties in the common agreement.	
8.4	The joint study program conforms to the requirements and directions of national and international legislation.	
8.5	The joint study program is based on the needs of the target group and the labor market.	
8.6	Students are provided with advisory and support systems concerning learning and teaching at the partner universities.	
8.7	The cooperation contract sets out the procedure for resolving disputes concerning the execution of the joint study program, which ensures the protection of the rights of students and teaching staff.	
8.8	The partner universities have agreed on how to seek feedback from students regarding the organisation and process of their study.	
8.9	The partner universities ensure the economic sustainability of the joint study program.	

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.



### **C. Conclusions and final remarks**

We find that the strong points of Larnaca College are as follows. The college has a clear and ambitious vision and has positioned the MBA program as a core part of its strategic development. They seem to have strong links to the local industry and employers which give them an advantage in student recruitment. The students that we spoke to indicated their interest in continuing their studies at the MBA level within the college. The staff is committed to the student well-being. All staff members seem very enthusiastic in what they do. All faculty have proper educational qualifications (Ph.D.) and a wealth of professional experience which is a great resource for teaching on an MBA program. This is commensurate with the leadership team's previous experience and qualifications to lead an MBA program within the context of the college.

We encourage the faculty to engage more heavily in research activities and for the college to put in place stronger incentives for the faculty to do so. While there seems to be a clear ambition for

faculty to engage in research activities (and there is evidence of early success), the teaching load is relatively high. This factor must be carefully managed.

While the five pathways are an important component of the MBA, the logistics of it need to be carefully ironed out.

The information included in the web site with respect to the modules needs to be more detailed. We are aware though that a new member of the staff specialized in this area was appointed to redesign and apply all the necessary changes to the college's internet presence across all social media.

#### D. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Kevin Orr	
Periklis Gogas	
Christos Kolympiris	
Anna Filiou	

Date: April 4, 2019