

Doc. Number: 300.1.1

**Cyprus Agency of Quality Assurance and Accreditation in
Higher Education**

Republic of Cyprus

**External Evaluation Report
Program of Study**

Institution: Alexander College

**Program of Study: Master of Business Administration with
specialisations in Management and Public Procurement**

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INSTRUCTIONS:

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 2016” [N. 136 (I)/2015].

The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE	UNIVERSITY / INSTITUTION
Pavlos Dimitratos	Professor (Chair)	University of Glasgow
Kyriaki Kosmidou	Associate Professor (Member)	Aristotle University of Thessaloniki
Stratos Ramoglou	Associate Professor (Member)	University of Southampton
Yiannos Pitsillis	Student (Member)	Open University of Cyprus

INTRODUCTION:

I. The External Evaluation procedure

- Short description of the documents that have been studied, of the on-site visit meetings, and of the on-site visit to the infrastructures.

The site visit at the Alexander College premises in Larnaca took place on March 27 2018. The Committee met with members of the Governing Board of Alexander College. More precisely, the Committee met the Chairman Andy Loppas, the Deputy Chairman Nikodemos Loizou, the Director and Member of the Internal Quality Assurance Committee Costas Christodoulides, and the Director of the MBA program Nikos Karfakis.

The documents also provided and examined, included the Application for Evaluation-Accreditation, new Program of Study, student handbook and practical training guide, test for English language examination and the brochure of Alexander Research Centre.

Furthermore, our committee interviewed members of the faculty teaching staff, a group of undergraduate students, administrative personnel related to admissions, registration, library facilities, IT and other admin support. Finally, Alexander College facilities were visited. More specifically, we visited teaching areas, library, student meeting rooms and staff offices.

II. The Internal Evaluation procedure

- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

The internal evaluation 'Application' and associated documents, which were submitted by Alexander College and examined by us, were considered complete, very satisfactory and illuminating.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- **Organization of Teaching Work**
- **Teaching**
- **Teaching personnel**

All aspects of teaching are quite satisfactory. Students are very pleased with the College's services and learning experience. The educational process is comprehensive and supported with appropriate technological infrastructure and facilities. Units of assessment involve an appropriate combination of 'theoretical' and 'practical' elements; delivery methods are suitable; and teaching material updated in light of recent developments. Teaching personnel is appropriately qualified, enthusiastic and committed to the programme, and can effectively deliver the proposed MBA programme and module level learning objectives (LOs) since they provide a fine balance of academic and practical expertise.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- **Purpose and Objectives and learning outcomes of the Program of Study**
- **Structure and Content of the Program of studies**
- **Quality Assurance of the Program of studies**
- **Management of the Program of Study**
- **International Dimension of the Program of Study**
- **Connection with the labor market and the society**

The purpose, objectives, and LOs are clearly presented and well-justified. The intended LOs spring clearly from the mission statement of the programme. That said, the LOs on procurement could be better emphasized. In addition, the specialization pathway on procurement is well reflected on the electives provided and the staff can successfully deliver this specialized programme. The structure and content include appropriate core courses and a variety of electives (with a proper focus on procurement). Quality assurance mechanisms are present and fairly well-aligned with international standards. Moreover, the Director of the programme is very capable, with appropriate expertise and committed to the successful fulfilment of his role. The international dimension is rather weak and could be improved with more visiting professors from abroad who could aid in the delivery of the programme as well as strengthen the research profile of the school through collaborations, and even the development of links with foreign job markets for MBA graduates intending to work abroad. The anticipated mix between Cypriot and international students is satisfactory (this optimism is grounded on past data on related programmes) while the College is well-networked with regional businesses and is committed to make a discernible impact in the local community through relevant research efforts and events (e.g. "Small Econ Big Vision").

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- Research Teaching Synergies

There is no sufficient evidence of research-led teaching, despite the recent establishment of Alexander Research Centre. The committee felt that there is need for staff to engage more actively in quality research. This can bring important benefits to teaching and enhance the reputation of the College.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

- Administrative Mechanisms
- Infrastructures / Support
- Financial Resources

There is very good infrastructure and learning-related processes. Facilities, such as library services, journals and databases are quite sufficient and accessible to all students. The building and support are very modern and welcoming. Also, the MBA program of study appears to be feasible based on the planned student tuition and fees.

5. DISTANCE LEARNING PROGRAMS

N/A

6. DOCTORAL PROGRAMS OF STUDY

N/A

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE

- The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

We were given clear and informative documentation to carry out the evaluation. We were welcomed to Alexander College's premises and had the opportunity to meet all the stakeholders involved in the introduction of the new programme. We were impressed by the enthusiasm of the staff, the collegial culture, and their commitment for the successful delivery of the proposed MBA programme. The MBA programme is promising since 1) it fills a gap in the local market and its emphasis on procurement, and 2) appears to be price competitive. The leadership team and staff of the programme possess the necessary academic expertise and practical experience to successfully deliver the proposed MBA programme. The quality assurance processes are very satisfactory; the students enjoy satisfactory levels of welfare; and, the administrative staff are very supportive and efficient.

In short, the Committee felt that the programme is of satisfactory standards, but also identified areas for improvement:

- 1) A more consistent approach to research-led education. This could be achieved through:
 - a. A reward system that relieves research active staff (with strong evidence of quality research or potential) from excessive teaching load.
 - b. An assessment mechanism for the evaluation of the quality of research outputs. Specifically, we recommend a clear distinction between journals with impact-factor and/or journals included in the ABS (UK Association of Business Schools) list versus journals without evidence of academic quality.
 - c. The development of research collaborations with academics working in foreign institutions (this could also help strengthen the international dimension).
- 2) A stronger internalisation emphasis. This could be achieved through:
 - a. visiting professors from foreign universities (see also 1c)
 - b. the development of links with foreign businesses for students wishing to pursue a career abroad post-graduation (albeit this may be not fully applicable in an MA programme with full-time working students)
- 3) There would better be a stronger emphasis on the LOs on procurement.
- 4) The accounting-related content of the programme could be enhanced either with a new module or enhancement of accounting concepts into the existing finance module.

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: Alexander College

Program of Study: Master of Business Administration with specialisations in management and Public Procurement

Duration of the Program of Study: 1.5 years

Evaluation Date: 28 March 2018

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 2016”.

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

DIRECTIONS: Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution’s corresponding policy regarding the specific quality standard or indicator.

Members of the External Evaluation Committee

NAME	TITLE	UNIVERSITY / INSTITUTION
Pavlos Dimitratos	Professor (Chair)	University of Glasgow
Kyriaki Kosmidou	Associate Professor (Member)	Aristotle University of Thessaloniki
Stratos Ramoglou	Associate Professor (Member)	University of Southampton
Yiannos Pitsillis	Student (Member)	Open University of Cyprus

Date and Time of the On-Site Visit: 27 March 2018, 9.00-17.30

Duration of the On-Site Visit: 1 full day

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES						
1.1	Organization of teaching work	1	2	3	4	5
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.					X
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.				X	
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:					
1.1.3.1	The implementation of a specific academic calendar and its timely publication.					X
1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel				X	
1.1.3.3	The course web-pages, updated with the relevant supplementary material					X
1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training					X
1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment					X
1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.				X	
1.1.4	Adequate and modern learning resources, are available to the students, including the following:					
1.1.4.1	facilities					X
1.1.4.2	library				X	
1.1.4.3	infrastructure					X
1.1.4.4	student welfare					X

	1.1.4.5	academic mentoring						X
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.							X
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.					X		
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.							X
1.1.8	Control mechanisms for student performance are effective.					X		
1.1.9	Support mechanisms for students with problematic academic performance are effective.					X		
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.							X
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.					X		
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.							X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The programme effectively incorporates all necessary teaching mechanisms and processes intended to provide positive student experience. The experience acquired through working with the UWE over the years has appropriately been disseminated throughout the educational mechanisms of Alexander College, and this is shown also on the teaching curriculum and learning objectives of the intended MBA programme. There is further excellent access to library resources (through the UWE link and in the future through the agreement in the consortium of Cypriot Universities and College).</p> <p>Note, additionally:</p> <p>α) the expected number of Cypriot and International Students in the program of study. Around 80% Cypriot - 20% International</p> <p>β) the countries of origin of the majority of students Other than Cyprus, Greece and regional countries (e.g. Jordan, India, Libya etc.)</p> <p>γ) the maximum planned number of students per class-section. 15-20 per intake or 30-40 per year</p>								

1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.				X	
1.2.2	The methodology of each course is suitable for adults.					X
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.				X	
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.					X
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.					X
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.				X	
1.2.7	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.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The use of modern educational technologies, such as a platform for the electronic support (Moodle) and the use of electronic teaching material could be considered very positive. The instructors of the programme are experienced and familiarized with these electronic tools. Also, the small and collegiate class size ensures a personal and student-oriented provision of learning experience.</p>						
1.3	Teaching Personnel	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.					X

1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:				
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.			X	
1.3.2.2	Publications within the discipline.	X			
1.3.3	The specializations of Visiting Professors adequately support the program of study.		X		
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.			X	
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.			X	
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.			X	
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.			X	
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.				X
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.			X	
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.			X	
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.			X	
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.					

Teaching personnel demonstrate a fine blend of enthusiasm and knowledgeability. They all possess the relevant qualifications (the vast majority have PhD degrees) and domain-specific knowledge. Also, there is evidence of research publications that can feed into the successful delivery of the programme. Specifically, publications of the staff in the discipline exist but they are mostly not in high-level quality journals. There is a good balance between staff focusing on the academic vis-à-vis more practical aspects of the proposed MBA programme. The expected number of visiting staff from abroad is low but good be enhanced, if needed.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS						
2.1	Purpose and Objectives and learning outcomes of the Program of Study	1	2	3	4	5
2.1.1	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.					X
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.				X	
2.1.3	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.				X	
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.				X	
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.					X
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.					X
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The learning objectives of the intended programme are well-aligned with the mission of the College and there is evidence that they are effectively communicated to the students (e.g. through the module handbooks). Also, the design of the programme as well as the learning mechanisms in place are appropriate for the effective delivery of the learning objectives.</p>						

2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.					X
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload 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.					X
2.2.3	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.				X	
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.					X
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.					X
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.					X
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.				X	
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.					X
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.				X	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The program of study includes compulsory and elective courses, as well as introductory courses. Students should follow 10 compulsory courses and 3 out of</p>						

the 6 offered elective courses. The content of courses could be expanded in order to include a module of accounting; or, at least, to add accounting content to the existing finance introductory module. It would be useful for an MBA program of study to include courses of all economic fields such as Accounting, Finance, Management and Marketing.

Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.

This is expected to be a very small percentage.

2.3	Quality Assurance of the Program of Study	1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.					X
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for					
	2.3.2.1 the members of the academic personnel					X
	2.3.2.2 the members of the administrative personnel					X
	2.3.2.3 the students.					X
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.				X	
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

There is very effective internal quality committee and processes. The quality assurance of the program of study is ensured for the members of the academic personnel, the members of the administrative personnel and the students. The procedure of quality assurance of the program of study is well described to the curriculum.

		1	2	3	4	5
2.4	Management of the Program of Study					
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.					X
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.				X	
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.					X
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.					X
2.4.5	Information relating to the program of study are posted publicly and include:					
2.4.5.1	The provisions regarding unit credits					X
2.4.5.2	The expected learning outcomes					X
2.4.5.3	The methodology					X
2.4.5.4	Course descriptions					X
2.4.5.5	The program's structure					X
2.4.5.6	The admission requirements				X	
2.4.5.7	The format and the procedures for student assessment					X
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.					X
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.				X	
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.					X

<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>We ensured the programme can be managed by the academic in charge without inappropriate non-academic interventions. In addition, we gather that the Director of the proposed programme is fit for its smooth delivery. Last, the qualification to be awarded is in line with international standards.</p> <p>In the case of practical training, note:</p> <ul style="list-style-type: none"> - The number of credit units for courses and the number of credits for practical training - In which semester does practical training takes place? - Note if practical training is taking place in a country other than the home country of the institution which awards the higher education qualification <p>Practical training is optional, takes place at the summer period for two months but carries no ECTS. It is intended to address only the needs of students who have been out of work during the last years, so most likely it will be in low demand since the vast majority of persons would be working at the same time while studying in the programme.</p>						
2.5	International Dimension of the Program of Study	1	2	3	4	5
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.		X			
2.5.2	The program attracts Visiting professors of recognized academic standing.		X			
2.5.3	Students participate in exchange programs.		X			
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.			X		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The international aspect of the programme could be enhanced. Currently the staff have contacts with colleagues abroad and the vast majority of them have studied in foreign universities, while there are some staff members who are foreign nationals or have worked for long periods abroad. The internationalisation of the programme could be enhanced with inviting staff to teach modules from abroad. Moreover, possible internships or student exchanges with institutions abroad can be</p>						

established, although, understandably, this may be difficult to take place in a full-time MBA programme with most students working at the same time.

Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.

The intended MBA programme compares positively with relevant programmes offered both in Cyprus and abroad.

2.6	Connection with the labor market and the society	1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.					X
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.				X	
2.6.3	Benefits, for the society, deriving from the program are significant.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

The college has a good network with local businesses. According to the interviews, the College has secured funding by local stakeholders to run research projects that will benefit the community. In addition, there are noteworthy events that intend to translate academic expertise into practical knowledge (e.g. the “Small Econ Big Vision” event). There is also a dedicated career officer who endeavors to facilitate the transition from academia to the job market. The emphasis on the Larnaca and Paphos geographical markets, on the one hand, and procurement specialization, on the other, could be strong competitive niches of the proposed MBA programme.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

3.1	Research - Teaching Synergies	1	2	3	4	5
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3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.		X			
3.1.2	New research results are embodied in the content of the program of study.			X		
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.				X	
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.		X			
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.				X	
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.		X			
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.		X			
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.		X			
3.1.9	Student training in the research process is sufficient.				X	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>There is staff engaged in research relevant to the programme content and contemporary advances are well assimilated in the modules. However, there are is no sufficient financial support for research activities or reward mechanisms in place. In addition, there is no evidence of mechanisms assuring that research output is of adequate quality. Most importantly, the heavy teaching workload makes the production of high quality research an unrealistic expectation. The strengthening of the research culture can be bolstered, and the recent establishment of the Alexander Research Centre is a very good step to the right direction.</p>						
<p>4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK</p>						

4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.					x
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.					x
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.				x	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Students seemed very satisfied with the student welfare systems. There do exist administrative mechanisms for the monitoring of student performance, identification of student problems and concerns, and the provision of the support required. These mechanisms seem to be working quite effectively. Support of the teaching process through administrators, library services etc. appears to be on very satisfactory.</p>						
4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.					x
4.2.2	There is a supportive internal communication platform.					x
4.2.3	The facilities are adequate in number and size.					x
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.					x
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.					x
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.					x
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.				x	

<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Overall, excellent and modern facilities, building and infrastructure. Also, the electronic platform of the program of study is suitable and supportive to the teaching effort of the tutorials providing useful opportunities to the students. Moreover, teaching materials, such as books, manuals and scientific journals are adequate, accessible to staff and students and are updated regularly.</p>						
4.3	Financial Resources	1	2	3	4	5
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.				x	
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.					x
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.				x	
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.					x
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>According to the presentations and interviews, management of the College reckons that the MBA program of study could be economically viable with at least 15 students.</p> <p>Moreover, the student tuition and fees of the program of study are competitive to other respective institutions/colleges (if anything planned cost for the student appears to be very affordable for a high-quality BA programme like this). The management of the college follows a prudent policy of discounts and scholarships offered to students. Staff feel that there is a collegiate provision of resources for staff development (e.g. attendance of conferences, funding for running of workshops) but we believe that resources can be used more to intensify a research culture in the College.</p>						

The following criterion applies additionally for distance learning programs of study.

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.4	Student performance monitoring mechanisms are satisfactory.					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					
5.10	The supporting infrastructures are easily accessible.					
5.11	Students are informed and trained with regards to the available educational infrastructure.					
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					

5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.					
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.					
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.					
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

If the following apply, note “√” in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	

The following criterion applies additionally for doctoral programs of study.

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
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6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.					
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.</p>						

FINAL REMARKS – SUGGESTIONS

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

Overall a very good intended programme with small class sizes, student-oriented approaches and processes, and commitment by staff and enthusiasm to carry this out. Finances and resources appear to be in place and given the prior history of the College safeguard the viability of the programme. The emphasis on the specific geographic markets of students on Larnaca, Paphos and the specialisation on

procurement are strong competitive niches of the programme. Management, administration and programme directors appear very committed and experienced on the programme.

Areas of improvement can be the strengthening of the research culture of the staff, which can support research-informed teaching, and paying more attention to internationalisation aspects. Also, provision of more accounting content to the programme can be added (other than the existing foundation course) to the MBA programme relatively easily.

In conclusion, we are very positively inclined towards this intended MBA programme.

Names and Signatures of the Chair and the Members of the External Evaluation Committee:

Name:	Signature:
Pavlos Dimitratos	
Kyriaki Kosmidou	
Stratos Ramoglou	
Yiannos Pitsillis	

Date: 28 March 2018