

The Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Your Reference No: 07.14.209.012

6th October 2026

FAO: Droso Lavithi

Additional Information - Subject: Cross-Border / Franchise Programme of Study Offered at Alexander College, Larnaca, Cyprus

1. What are your institution's entry requirements for admission to the programme of study? How does your institution verify that students admitted to the programme at Alexander College meet these admission requirements? Do you have information regarding the profile of incoming students?

Admissions criteria for each course are confirmed and communicated to the partner as part of the course approval process and are formally documented within the approved course documentation.

For the MBA International programme, the entry requirements are an appropriate Honours degree (minimum 2:2, or equivalent qualification). International applicants whose first degree was awarded by a non-UK higher education institution are also required to demonstrate English language proficiency, normally through a combined IELTS score of 6.0 or an accepted equivalent.

The partner is responsible for collecting the required admissions documentation from each applicant, including evidence of previous qualifications, and submitting this information to the University's Admissions Team. The University's Admissions Team is responsible for checking the documentation and confirming that the applicant meets the approved entry requirements.

2. How does your institution ensure that students admitted to the programme have an adequate command of the language of instruction? In particular, how do you verify that students admitted to the programme at Alexander College meet your institution's English language proficiency requirement for international students, namely an overall IELTS score of 6.0 (or equivalent)?

Student profile data is collected through the application import spreadsheet and subsequently imported into CCCU's SITS student record system by the University's Admissions Team.

The information collected for each student includes details of their previous academic qualifications and English language qualifications, enabling the University to assess whether the applicant meets the relevant academic and English language entry requirements.

Partners are also required to upload copies of the supporting qualification evidence to the designated partner SharePoint site. These documents are then available to the CCCU Admissions Team for verification and checking as part of the University's admissions process.

3. What is the selection and approval process for the teaching staff (academic staff, mentors and supervisors) involved in the delivery of the franchise programme of study, and what minimum qualifications and other requirements must they meet?

We expect teaching staff at the partner to possess the relevant teaching experience in relation to Higher Education together with Practitioner experience. All tutors teaching on our courses must submit their CVs to the University and subject to approval from the relevant Head of School/Dean of School. Continuous support and guidance on teaching learning and assessments are provided by the University's appointed Academic Link Tutor(s) to ensure appropriate delivery. All new partner associates are also required to complete CCCU mandatory training for partner associate staff, and this includes effective assessment and feedback training.

4. To what extent is your institution involved in, and informed about, the examination papers administered and the overall assessment of students in the franchise programme, including assessments such as video presentations, digital portfolios and podcast creation?

These are franchised courses, so exam papers administered are the same exams set for our home students. If exam questions are required to adjust to meet local context, the changes must be discussed and agreed with the University's Academic Link Tutor in advance and changes can only be made with the Universities approval.

5. How does your institution ensure that the franchise programme of study is delivered in accordance with the required quality standards? What evidence does your institution require from Alexander College to verify compliance with these standards?

Alexander College is expected to deliver all CCCU franchised programmes in accordance with the same academic standards and quality requirements as the equivalent provision delivered by Canterbury Christ Church University (CCCU), and in accordance with the University's academic regulations, policies and approved programme documentation.

CCCU assures the quality and standards of the provision through a combination of ongoing academic oversight, monitoring and formal quality assurance processes. Each franchised programme is supported by designated CCCU Academic Link Tutors, who work with Alexander College throughout the academic year. Academic Link Tutors provide academic guidance and support, facilitate access to relevant University teaching and learning materials and resources, and maintain regular contact with the partner programme team. Meetings and training sessions are also arranged throughout the year to support delivery and ensure that University requirements are understood and implemented.

Where travel arrangements permit, Academic Link Tutors undertake visits to Alexander College to engage with the programme team and student representatives and to review the delivery and student experience.

Programme performance is formally monitored through Course Boards and Boards of Study, normally held three times during the academic year. These provide an opportunity to review matters including student performance, progression and retention, programme delivery and the student voice, and to identify and monitor any actions required.

Assessment standards are subject to University oversight. CCCU Subject Chairs/ALTs moderate assessed student work, and appointed External Examiners independently review samples of assessed work and provide assurance to the relevant assessment boards regarding the appropriateness of academic standards and the marking and assessment process.

Alexander College is expected to provide and maintain appropriate evidence to demonstrate compliance with these requirements. This includes, as applicable:

- programme and module delivery information;
- details and CVs of academic staff involved in delivery, including any changes to approved teaching staff;
- teaching timetables and delivery arrangements;
- samples of assessed student work and associated marking and feedback for moderation and External Examiner scrutiny;
- records and minutes of Course Board meetings, together with evidence that agreed actions have been addressed through Course Performance Plans
- student performance, progression and retention information;
- evidence of student engagement and student feedback;
- information relating to programme resources and the student learning experience;
- responses to Academic Link Tutor, Subject Chair and External Examiner feedback and any resulting action plans; and
- any additional evidence requested through the University's annual monitoring or periodic partnership review processes.

In addition to ongoing programme-level monitoring, CCCU undertakes periodic reviews of the partnership and its academic provision. These reviews consider whether the programmes continue to be delivered to the required academic and quality standards and whether students studying at Alexander College are receiving an appropriate and comparable learning experience. Where areas for improvement are identified through any of these mechanisms, actions are agreed with Alexander College and subsequently monitored by the University.

6. Have representatives of your institution ever visited or observed classes delivered as part of the franchise programme at Alexander College in Cyprus? How does your institution ensure that the teaching and learning methodology applied at Alexander College is consistent with that of your institution, including interactive workshops, case study analysis, hands-on practice with industry-standard tools, seminars combining theoretical frameworks with real-world applications, collaborative projects, guest lectures from global business leaders, and action learning sets?

Academic Link Tutors aim to visit the Partner annually to meet with the programme team and student representatives and attend classes delivered. Throughout the academic year, Academic Link Tutors maintain regular contact with tutors at the Partner, providing ongoing academic support, advice and guidance.

The Global Partnership Team also works closely with the Partner to provide operational support and to identify and facilitate any training or development required. Formal communication and oversight are maintained through monthly Academic Meetings and monthly Partner Operational Meetings, providing regular opportunities to review academic delivery, address emerging matters and ensure appropriate actions are progressed.

In addition, senior University colleagues, including the Director of Global Engagement and the Associate Dean of Global Engagement, visit the Partner. These visits provide additional senior-level oversight and assurance that academic activities, staffing, facilities and resources are appropriately planned and maintained to support the effective delivery of the programmes and the student experience.

7. How is the 30-credit Global Consultancy Capstone Project – Postgraduate Challenge module delivered and implemented at Alexander College?

To confirm these are two separate modules on the course. The Major Project: Global Consultancy is the 30-credit capstone module of the MBA International and the PG Challenge module, is a separate common curriculum 30 credit module.

The Major Project: Global Consultancy is the 30-credit capstone module of the MBA International, studied in the final trimester. It is delivered at Alexander College by Alexander College academic staff, using the approved CCCU module specification, learning outcomes and assessments, with academic oversight from the CCCU Course Director.

The module requires students to act as consultants, undertaking a substantial piece of independent secondary research that addresses a significant international business challenge or opportunity for a real organisation, and producing actionable, evidence-based recommendations.

The module comprises 300 hours of study: 20 hours of scheduled learning (12 hours group, 8 hours individual), 24 hours of guided learning and 256 hours of independent learning. Delivery includes:

1. Consultancy skills workshops at the start of the module, covering client relationship management, project scoping, research methodology, analytical frameworks and professional reporting.
2. Individual academic supervision of up to 8 hours, through which a supervisor guides each student's research approach, analysis and report development.
3. Guidance on professional engagement with the client organisation, including initial meetings, progress updates and presentation of findings.
4. Facilitated peer learning groups, enabling students to share experiences and approaches.
5. Guest input from consultants and industry specialists.

Formative feedback is provided at key stages: a project proposal review, a research design clinic, draft report section reviews and an implementation plan workshop.

Summative assessment comprises two elements: a Digital Assignment (20%), an AI Analysis Digital Collaboration Board comparing AI generated market analysis with conventional research; and the Global Consultancy Report (80%), a professional consultancy report including an executive brief, key insights, strategic recommendations and an implementation roadmap.

Assessment is subject to CCCU marking, moderation and External Examiner arrangements.

The 30-credit Postgraduate Challenge module, Industry, Careers and Enterprise Client Project, is a separate common curriculum module delivered at Alexander College by Alexander College academic staff. Delivery is based on the approved CCCU module specification, learning outcomes and assessment requirements, with academic oversight provided by the CCCU Module Lead and Academic Link Tutor (ALT). This ensures that the module delivered at Alexander College is aligned with the approved CCCU curriculum and academic requirements.

The module adopts an active and applied learning approach, centred on real-world workplace challenges. Students apply the subject knowledge and skills developed through their programme to a client-based project, enabling them to develop experience of working in a dynamic and interdisciplinary professional environment and to further develop their employability and professional skills.

As a 30-credit module, it comprises 300 hours of student learning, consisting of:

- 44 hours of scheduled learning
- 56 hours of guided learning
- 200 hours of independent learning

Student achievement of the module learning outcomes is assessed through two summative assessments:

1. Project planning and professional development exercises, 40%

Students develop and evaluate a project plan explaining how they will respond to the client project. This includes consideration of the strengths they bring to the project team and identification, through skills assessment, of areas of professional development that they will address through the project.

2. Portfolio of evidence, 60%

Students produce a portfolio relating to their chosen project. This includes evidence of the project process and outcomes, reflections on their experience, and evidence demonstrating development of their employment profile, for example through LinkedIn. The specific portfolio requirements are set out in the detailed assessment guidance.

Overall, implementation at Alexander College combines local delivery by Alexander College academic staff with the approved CCCU curriculum, learning outcomes and assessment framework, supported by CCCU academic oversight. The module's client-project approach provides students with an opportunity to apply their academic learning in a practical professional context while developing transferable and employability skills.

8. How does your institution verify that Alexander College has the necessary infrastructure, facilities, learning and teaching environments, and resources to meet the required quality standards? Please confirm that all relevant aspects of the delivery of the collaborative programme, including the facilities and resources provided by Alexander College, have been reviewed and approved by your institution. In addition, we kindly request that you provide us with copies of the signed Visit Evaluation Reports prepared following your institution's visits to Alexander College in Cyprus.

As part of the institutional approval and ongoing oversight of TNE partners, CCCU maintains formal records of partner site visit report.

Prior to institutional partnership approval, a Site Visit Report must be completed and approved to provide assurance that the proposed delivery location has appropriate infrastructure, facilities, learning and teaching environments, and student resources to support the effective delivery of CCCU provision and the student experience.

Once a partnership is operational, all relevant visits undertaken by CCCU staff should be documented through a standard Visit Report. Any risks, concerns or issues identified during a visit should be recorded, together with agreed actions, responsible owners and completion dates. Actions should subsequently be monitored through to completion, providing a clear audit trail of the University's oversight of the partnership.

9. officially accredited by the authorized and accredited Agency established in the member state of origin of the higher education qualification

CCCU is registered with the OfS and is required to meet requirement in areas which include the quality and standards of its courses, equality of opportunity for students, and financial sustainability and good governance. CCCU has taken part in TEF 2023 and has degree awarded power.

Charitable status: Registered

UKPRN: 10001143

Contact information:

Anselm Building North Holmes Road Canterbury Kent CT1 1QU United Kingdom

studentzone@canterbury.ac.uk

<https://www.canterbury.ac.uk>

Weblink to information <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/#/provider/10001143>

QAA

Canterbury Christ Church University (CCCU) membership of the Quality Assurance Agency for Higher Education (QAA) expired at end of Academic Year 2023/24 and the University took the decision not to renew the membership with the QAA for 2024/25.

The reason for this decision is due to the QAA relinquishing its role and is no longer a regulatory designated quality body for the sector in England ceasing this function on 31st March 2023.

The Office for Student (OfS) became the regulator for higher education in England on 1st April 2018, in line with the Higher Education and Research Act 2017. The Act required the appointment of an organisation to carry out quality and standards assessment functions to support the OfS's regulatory process.

Canterbury Christ Church University is a fully registered Higher Education provider registered with the Office for Students (OfS).

Thus, the role of QAA had become an advisory and sector publication organisation with the OfS taking over as England's Higher Education quality assessment body and regulator.

Should you have any further questions, please do not hesitate to come back to me.

Kind regards



Michelle Childs

Head of International Partnerships and
Assistant Director of Global Engagement