

Doc. 300.1.2

Date: 12/06/2025

Higher Education Institution's Response

- Higher Education Institution:
KES College

- Town: Nicosia

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

In Greek:

Διοίκηση Επιχειρήσεων (1.5 Ακαδημαϊκά έτη, 90 ECTS, Μάστερ (MBA))

In English:

Business Administration (1.5 Academic years, 90 ECTS, Master (MBA))

- Language(s) of instruction: Greek or English
- Programme's status: New
- Concentrations (if any):

In Greek: Concentrations

In English: Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The learning outcomes can be revised to more clearly reflect that the programme offers fundamental knowledge of various business disciplines.	Following the EEC's recommendation, the programme's learning outcomes have been revised accordingly. Please refer to Appendix 1 for the revised programme learning outcomes.	Choose level of compliance:
The learning outcomes should be framed in a way that ensures that the programme provides the students with enhanced knowledge in critical thinking and problem solving, which was also emphasized in the dialogue with invited stakeholders on the site visit. The learning outcomes should reflect the level of advanced knowledge of scientific methods gained in this programme, in order to accomplish the expected knowledge in e.g. advanced data analysis.	In response, the programme's learning outcomes have been revised to more clearly reflect the development of students' critical thinking and problem-solving skills and reflect the level of advanced knowledge of scientific methods acquired in the programme (Please refer to Appendix 1 for the revised programme learning outcomes).	Choose level of compliance:
The learning objective makes no distinction between theoretical and practical knowledge, which could be more clear.	The learning outcomes have been revised to make a clearer distinction between theoretical and practical knowledge both at programme and individual course level. Please refer to Appendix 1 (for the revised programme learning outcomes) and Appendix 2 for the revised course syllabi.	Choose level of compliance:
To ensure a "state of the art" knowledge within the different disciplines taught in this programme, the students would be required to read relevant academic journal articles in addition to suggested textbooks in all suggested courses.	We thank the EEC for their recommendation. Relevant academic journal articles have been added to each syllabus to enhance the reading list. Please refer to Appendix 2 for the revised syllabi that includes a list of additional readings in the bibliography.	Choose level of compliance:
To ensure graduates are well-prepared for the business challenges of today, there is a unique opportunity with this proposed program to integrate sustainability and sustainable development into the design of the master business program across all courses. For example, incorporating sustainability frameworks more explicitly into e.g. the strategy course, and financial accounting practices, would better align the program with global trends and the need for enhanced competencies in sustainability among managers.	In response to the EEC's recommendations the programme team has reviewed the learning outcomes and content of all courses and integrated more sustainability and sustainable development aspects into the curriculum. Additionally, we have evaluated and adjusted the number and structure of assessments across courses and added extra peer reviewed articles relating to the syllabi. <u>Summary of key changes:</u>	Choose level of compliance:

	1. MACT100 – Business Economics and Financial Accounting for Decision Making Learning outcomes have been refined, additional bibliography included, and sustainable economic models integrated into the syllabus. The number of assessments has been reduced to: ○ Attendance and participation (10%) ○ Individual assessment (40%) ○ Final examination (50%) 2. <u>MABP301 – Applied Business Project</u> The learning outcomes have been refined, and a more formalised supervision process has been clarified i.e. a minimum of 10hrs for individual supervision sessions have been added. 3. <u>MSTR101 – Strategy Implementation and Operations Management</u> The learning outcomes have been refined, sustainable implementation practices in corporate environments syllabus have been added, as well as more peer reviewed journal articles as recommended further reading. The number of assessments has also been reduced to: ● Attendance and participation (10%) ● Individual assessment (40%) ● Final examination (50%) 4. MLED102 – Leadership, Ethics & Organisational Behaviour Management (OBM) Learning outcomes have been expanded to address ethical and sustainable management practices. Peer-reviewed articles have been added. Assessments have been revised to: ● Attendance and participation (10%)	
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	• Group assignment and presentation (40%) • Final examination (50%) 5. MINV200 – Innovation & Entrepreneurship Learning outcomes now include challenges in sustainability and sustainable innovation processes in organisational contexts. Relevant peer-reviewed literature has been added. Revised assessments: • Attendance and participation (10%) • Group project/in-class presentation (40%) • Final examination (50%) 6. MSLM201 – Sales Management in Global Context Learning outcomes have been updated to incorporate sustainable sales strategies. Additional academic readings have been included. Assessment structure revised to: • Attendance and participation (10%) • Individual assessment (40%) • Final examination (50%) 7. MSST204 – Sustainability & Green Economy Management Learning outcomes have been refined, and peer-reviewed sources added. Assessments have been revised to: • Attendance and participation (10%) • Individual assessment (40%) • Final examination (50%) 8. MGLB203 – Globalisation Trends and Crisis Management Learning outcomes have been revised to include sustainability dimensions. The bibliography has been expanded. Assessments now include: • Attendance and participation (10%) • Individual assessment (40%) • Final examination (50%)	
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	9. MMRT202 – Digital Marketing & E-Business Learning outcomes have been refined, with an emphasis on sustainable digital strategies. Assessment components have been updated as follows: • Attendance and participation (10%) • Individual assignment (40%) • Marketing plan and presentation (50%) 10. MRMT300 – Research Methodology Learning outcomes and the syllabus have been revised to include advanced data analysis techniques (Week 10) and to differentiate between theoretical and practical knowledge. Additional readings have been incorporated. Assessments have been updated to: • Attendance and participation (10%) • Individual research proposal (60%) • Research proposal presentation (30%) Furthermore, the course is now assigned to a lecturer whose expertise aligns more closely with its content. In summary, the changes made address the committee's recommendations by refining learning outcomes, integrating sustainability themes, expanding the use of peer-reviewed literature, and revising assessments. The updated assessment structures are designed to align with the intended learning outcomes and to support the development of written and oral communication, teamwork, and both theoretical and applied business knowledge. The revised syllabi are provided in Appendix 2, and the initial syllabi in Appendix 3. Please also refer to Appendix 10 for the Programme Mapping.	
The applied business project in route two of the programme would benefit from a more formalised supervision process by outlining further its	We acknowledge the EEC's recommendation regarding the supervision process for the applied business project. In response to the recommendation, we have	Choose level of compliance:

various elements such as the number of teacher-student meetings.	revised the aforementioned syllabus and added more formal contact time (10 hours of individual supervision). Please find the initial structure in Appendix 3 and the revised structure in Appendix 2 .	
KES College could provide a more analytical guide to various quality assurance guidelines, and these should be more explicitly integrated into the application. These guidelines could discuss, for example, processes or policies that KES College uses to build a culture of inclusion by supporting students with diverse backgrounds and students with disabilities, how program reviews are used for curriculum improvement, and any policies/processes in place for faculty/students to offer input for program changes . This quality assurance guide could include whether any actions are taken for students when not meeting attendance requirements and clarify whether moderation of assessments takes place.	In response to the Committee's suggestion, KES College has enriched and clarified the presentation of its quality assurance mechanisms within the Quality Assurance Manual (Please find this in Appendix 4). These updates now include detailed processes related to academic integrity, inclusion and support of students from diverse backgrounds, programme reviews, active involvement of faculty and students in academic development, and transparent grading and moderation procedures. In particular: Fostering a Culture of Inclusion and Support for Diversity The College ensures that all students, regardless of background or specific needs, have equal access to tailored academic support. During the enrollment process, students are invited to declare any special educational needs and submit relevant medical assessments and recommendations. The College then designs and implements appropriate reasonable accommodations to meet each student's individual academic requirements. Systematic Programme Review and Continuous Improvement KES College regularly evaluates its programs of study using both quantitative and qualitative data collected through student surveys, faculty reports, and programme coordinator input. This ongoing review process directly informs curriculum design, teaching methods, and learning outcomes to ensure continued relevance and academic excellence. Active Participation of Students and Faculty in Quality Assurance Students participate in the quality assurance process through two main anonymous surveys conducted at the end of each academic semester: (a) the course evaluation questionnaire, which focuses on teaching quality and course content, and (b) the student satisfaction questionnaire, which assesses support services and administrative procedures. The data collected are used to improve academic programs and student services. Faculty	Choose level of compliance:

	members are also encouraged to submit feedback and are systematically evaluated based on criteria aligned with the College's mission and strategic goals. Policy on Academic Integrity KES College enforces a comprehensive academic integrity policy that governs all aspects of teaching, learning, and assessment. The policy includes anti-plagiarism guidelines, permitted and not permitted use of Artificial Intelligence, declarations of authenticity for submitted work, and clearly defined procedures for dealing with academic misconduct. These actions emphasise transparency, fairness, and the promotion of ethical academic behavior. Grading Transparency The College has implemented procedures to ensure fairness and reliability of assessment. Each student has the right to request a review of their exam grade if they believe it was unfair or the result of an error or oversight. Such requests must be submitted in writing to the Student Welfare Office within seven days of the results being announced. The Academic Committee reviews each case following a predefined process, including re-evaluation of the exam and comparison against grading criteria. This policy enhances transparency and student trust in the academic assessment process. Monitoring of Attendance and Student Accountability Attendance monitoring is taken seriously at KES College, as it is directly linked to academic progress. In cases of excessive absenteeism, the College activates early intervention mechanisms, ensuring students receive timely and appropriate support to remain on track with their studies. With these additions and clarifications, the KES College Quality Assurance Manual now serves as a comprehensive and analytical reference for all stakeholders. It clearly documents the College's commitment to maintaining and enhancing academic quality at every level.	
More clarity could be provided regarding the college policy for recording lectures and the delivery of	KES College recognises the importance of flexible learning practices to accommodate students with diverse needs, including those	Choose level of compliance:

the MBA program. This might be particularly important for some students with disabilities or other challenges	with disabilities or other personal challenges. In response to the Committee's comment regarding lecture recording and MBA program delivery, we would like to clarify that in general KES College does not systematically record lectures at the present time. According to GDPR, the recording of identifiable individuals, such as instructors or students participating in a lecture, constitutes the processing of personal data and requires explicit, informed consent from all parties involved. Given the complex nature of managing such consent and ensuring lawful data handling, the College will endeavour to seek relevant advice and consider how such a measure can be implemented and, if so, develop relevant guidelines and regulations. To support students who may miss classes due to health, personal, or other reasons, all essential course material—lecture notes, presentations, assignments, and additional resources—is consistently uploaded to the College's Moodle platform. This allows students to study at their own pace and ensures continued academic support outside the classroom setting. Students are fully informed of the College's attendance policy upon enrollment and through ongoing orientation and communication. As per the directive from the Ministry of Education, Sports and Youth dated 20/07/2015, student attendance is compulsory up to 70% of each course's teaching hours. Absences exceeding 30% result in academic consequences. This attendance policy is rigorously applied to all programmes, including the MBA, ensuring fairness and compliance with national academic standards. It also fosters a disciplined and engaged learning environment while allowing for flexibility when justified.	
Some additional details are needed as to how the program will support flexible learning formats to cater to diverse student needs and especially how non-attending students could access the delivery of missed classes.	KES College places strong emphasis on student-centered learning and offers a range of flexible and inclusive strategies to support students with diverse educational needs, learning styles, and life circumstances. This flexibility is an essential element of the College's academic delivery and is continuously adapted to ensure no student is left behind.	Choose level of compliance:

	Throughout the academic year, students remain in regular contact with academic staff, programme coordinators, and administrative personnel who provide structured guidance on course selection, academic progress, assessment procedures, and personal or learning-related challenges. This consistent communication framework enables the early identification of students in need of support and allows for timely intervention. When students are identified as having learning difficulties or delays in their academic progress, the College provides targeted support, which may include: • Additional teaching hours or repetition sessions. • One-on-one academic guidance from instructors. • Reasonable accommodations during midterm and final exams, based on documented learning needs and student capacities. These practices ensure equitable treatment and academic continuity for all learners, including those requiring differentiated instruction or adapted assessment formats. KES College makes extensive use of the Moodle Learning Management System (LMS) for the structured delivery and organisation of all teaching materials. Each course is supported by a digital presence on Moodle, where students can find: • Lecture notes • Presentations • Assignments • Supplementary materials and announcements This system allows students to access content at their own pace, review complex concepts as needed, and continue their learning outside scheduled class hours. It significantly benefits both students who may be unable to attend certain sessions and those who prefer to revisit material independently. The flexibility of Moodle ensures inclusive access to learning while supporting a variety of learning styles.	
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	These measures—academic mentoring, individualised support, and digital access to course material—form part of a broader commitment to inclusive and flexible learning. This ensures that students with disabilities, those with temporary challenges, or others who may be unable to attend every session still have full access to the curriculum and support resources. In relation to student absences, please see above.	
Limited information exists on whether there is a plan for external auditors to engage with the program in the future. Alumni testimonials and evidence could be included on the website.	At present, KES College does not have a formal plan for the engagement of external auditors. However, the College has a robust internal quality assurance process in place to safeguard transparency and fairness in student assessment (Please see Quality Assurance Manual in Appendix 4). Specifically: - Any student who believes that their grade in a written examination was unjust or the result of an error or omission has the right to submit a formal grade appeal. - Appeals are submitted in writing to the Student Welfare Office within seven days of the publication of exam results and are reviewed by the Academic Committee. - For each appeal, the Academic Committee, in collaboration with the Program Coordinator, appoints a two-member panel of faculty from the same or a related discipline to reassess the exam paper. - The student's name and original grade are anonymised before reassessment. - The panel's final grade becomes the official final grade and is recorded in the relevant control register. This process provides an internal mechanism that ensures the objectivity and reliability of final assessments. Additionally, students who fail a course are entitled to multiple opportunities to retake it, whether via written re-examination, practical skills reassessment, or project work, depending on the nature of the course (theoretical, practical, or mixed). All reassessments follow clearly defined policies, with students required to re-attend	Choose level of compliance:

	the course and pay associated fees after exhausting reassessment opportunities. These internal processes uphold academic standards, provide a clear path for grade review, and serve as an effective quality check tool even in the absence of external examiners. KES College recognises the value of alumni involvement and is committed to incorporating graduate testimonials and other evidence of programme impact into its online presence once the programme is launched.	
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2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
In the proposed programme there is no existing guidelines for the staff nor the students regarding the ethical and responsible use of generative AI when conducting group- or individual assignments. Therefore, we recommend the development of some formal policies for the use of AI in teaching and examinations. If the use of generative AI is restricted during teaching and/or examination, this should be clearly stated in written information	In response to the recommendation for formal policies on the ethical and responsible use of generative AI in teaching and assessments, the college has proactively addressed this by adding a dedicated section on the ethical and academic use of AI to its Quality Assurance Manual (See Appendix 4). This addition provides clear guidance for both staff and students on appropriate AI use, ensuring transparency and maintaining academic integrity. Any restrictions on AI use are explicitly communicated in official written materials.	Choose level of compliance:
As most modules are designed with four or five assessments, KES College could consider reducing the number of associated assessments per module. Given the credits allocated per module, the number of assessment modes per module could be reduced in some of the core modules at least.	We have now revised the assessments methods and have reduced the number of assessments down to 3 per course. Please refer to the detailed summary of the changes in Section 1 as well as the revised syllabi in Greek and English in Appendix 2 and the initial syllabi in Appendix 3 .	Choose level of compliance:
While the module objectives proposed are aligned with the assessment modes, in few cases (i.e. Research Methodology), the learning objectives need to be better aligned with the proposed content. There is no need for all course objectives to be met at the module level.	We would like to clarify that all the recommended changes have been applied to the syllabi in terms of methods of assessment and learning outcomes. The learning outcomes are now more aligned with the proposed content. Please find revised syllabi in English and Greek in Appendix 2 and the initial syllabi in Appendix 3 .	Choose level of compliance:
Some examples of grading standards, any moderation processes and overarching marking criteria (especially for failures and distinctions) could be provided in the application.	KES College would like to clarify that all the required information is already in place, it is included in its internal regulations manual and students are informed of their rights and obligations through the Student Manual (Appendix 5). These are also detailed in section 1 in response to various quality assurance guidelines. An example of KES College Level 7 marking criteria has also been provided in Appendix 6 .	Choose level of compliance:

3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The application does not report indicative criteria for assessing the quality of new faculty in terms of recruitment and assessment.	KES College would like to clarify that the necessary information was included in the specified section of the original application. Said information is also included in the Quality Assurance Manual which is found in Appendix 4. In addition, the College supports continuous professional development to ensure high-quality, student-centered learning. At the start of each academic year, all teaching staff participate in a training programme covering institutional regulations, available resources, and key induction information. Throughout the year, staff have access to seminars on teaching practices and tools, as well as opportunities for peer observation with constructive feedback. Anonymous student course evaluations are conducted each semester to inform teaching enhancement. Additionally, an end-of-year staff survey allows instructors to share feedback and identify areas where further support is needed.	Choose level of compliance:
The KES college can further enhance the resource support for research activities, potentially dedicate resources for engagement in research projects, and explore ways to increase synergies between research and teaching. Also, there is no clear evidence for allocating research time to different faculty members	KES College fully supports the enhancement of students and academic staff in research activities, recognising the vital role such research plays in advancing both academic and professional standards. KES College has partnered with KES Research Centre (KESRC) to support this goal under a Memorandum of Understanding (since 2019), permitting academics and students to gain research experience. KESRC with its focus on applied research tailored to societal and labor market needs, offers a unique opportunity for staff and students alike to engage in innovative research projects. Projects that are in alignment with evolving research demands in the sectors that KES College offers its programs of study. Through the above collaboration more than 15 projects involving more than 100 students and academic staff have been completed, leading to 4 conference announcements and papers in	Choose level of compliance:

	collaboration with enterprises, academics and professional associations, securing external funding from businesses and the Republic of Cyprus or the EU. Research partners include: MAC Cosmetics–Costas Papaellinas Ltd, POMICO Ltd, Impophar Trading Ltd, ResultMed Ltd, VENUS ROSE Cosmetics, Univ. of Cyprus-Black Gold Team, The Medical Representatives Association of Cyprus, The Cyprus Organic Farmers Association, LACON Ltd, The Association of Cypriot Tourism Enterprises (ΣΤΕΚ), APIVITA. Moreover, KESRC has 6 ongoing projects with a total budget for KESRC of ca. € 825 000 funded by the European Commission, the Cyprus Research and Innovation Foundation, and SMEs (e.g. HORIZON EUROPE-Feed4Food, LIFE AgrOassis, Interreg-Carobshied, Excellence-CyFOPAC, CoDevelop-ROSERAC, APIVITA's Billion Bees Program) KES College will continue to participate in the development and implementation of such projects, using both internal and external research funding and incentives for participation in research activities, as it is an important experience for the academic progress of our staff. We remain committed to linking teaching with research, as one of our main pillars, to improve the quality of our teaching. Please find KES College Research Strategy and Policy in Appendix 7. In regards to allocating research time to the teaching staff, please note that, as per internal regulations circulated to the teaching staff via the Faculty Manual, adjustments are made for teaching staff members who are involved in research activities, professional development, or the supervision of research work/dissertations, following case-by-case review and approval by the Management of KES College.	
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4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
KES College intends to offer the program both in English and Greek. In both programmes English texts and literature are used. The English proficiency criteria should preferably be maintained at 5.5 IELTS (B2) for the English language programme in this proposed program.	In alignment with our commitment to maintaining high academic standards, and recognising the importance of English proficiency, especially given the inclusion of English texts and literature in the programme of study, we will proceed to set the minimum English language proficiency requirement to B2-C1 CEFR level. This is in line with CYQAA guidelines, which specify that for postgraduate-level programs, a "Very Good Knowledge" of English is required, corresponding to level B2–C1 of the Common European Framework of Reference (CEFR) of the Council of Europe. We trust that this approach ensures that our students are adequately prepared to engage with the programme's content and succeed in their academic endeavours.	Choose level of compliance:
To increase the number and diversity of students, KES College may increase the number of foreign students. This can enhance student interaction, experience, and network opportunities.	We thank the committee for the valuable recommendation regarding increasing the number and diversity of students. KES College fully supports this initiative and is committed to actively increasing the enrollment of foreign students.	Choose level of compliance:

5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Access to library books and academic journals could be improved by extending the library's opening hours. Currently KES college is investing in smart whiteboard and advanced computer facilities for students, strengthening their infrastructure. However, the school can provide more clarity and/or develop more specific policies for students with disabilities.	We would like to thank the committee for their valuable recommendation. At KES College, we recognise the vital role that accessible resources and support play in our students' academic success, particularly during critical periods such as exams. As part of our commitment to fostering an optimal learning environment, we will take all necessary actions to ensure that the students have extended access to the facilities and resources they need to excel in their studies. In regard to students with disabilities, please refer to the Quality Assurance Manual found in Appendix 4 .	Choose level of compliance:
The programme allows for 30% absence. Therefore, it is recommended that lessons be recorded, and they can be made available to students who missed them or want to review them when preparing for exams or assignments. Recording lessons can also further strengthen the programme's flexibility.	Please see College response in section 1.	Choose level of compliance:

6. Additional for doctoral programmes (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
		Choose level of compliance:
		Choose level of compliance:
		Choose level of compliance:
		Choose level of compliance:

7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
We propose to formulate and communicate the entry requirements, and we recommend to aim at a higher language level for the English programme to the B2 level (5.5 IELTS).	We would like to highlight that entry requirements have been included in the original application. In regards to the English language level, please see our response in Section 4 .	Choose level of compliance:
Record the lessons so the students who are absent can access them and all students can review them when preparing for exams.	In response to the Committee's comment regarding lecture recording and MBA programme delivery, please see the College's response in Section 1 .	Choose level of compliance:
We suggest that the use of AI by students is carefully considered and integrated in the programme set-up, particularly the evaluation and final assessment.	Please refer to the Quality Assurance Manual in Appendix 4 and also refer to the College response in Section 2 .	Choose level of compliance:
Make the programme more inclusive with clear policies for students with physical and learning disabilities.	Please refer to the Quality Assurance Manual in Appendix 4 and refer to the College response in Section 1 .	Choose level of compliance:
Make a more proactive effort to attract international students to improve the cross-cultural competence and network capabilities of the students.	Please see College response in Section 4 .	Choose level of compliance:
Strengthen the requirements for lecturers and monitor if they have adequate PhDs and/or research in the relevant domain of the course modules.	KES College acknowledges the importance of ensuring that teaching staff possess the appropriate academic qualifications and research background relevant to the modules they deliver. The College has established robust mechanisms for the recruitment, evaluation, and appointment of academic staff. All academic appointments are made based on clearly defined criteria, which include academic qualifications, professional experience, teaching competence, and subject relevance. Moreover, KES College actively encourages and supports academic staff to engage in research activities through participation in conferences, publications, and funded research projects. Participation in such activities is taken into account in staff evaluations and career progression. Finally, in response to the committee's comments, we have carefully revisited staff allocation and reassigned some members of our current teaching staff to courses that better align with their areas of expertise. Additionally, we have appointed an additional staff member with knowledge expertise to further strengthen the academic	Choose level of compliance:

	depth of the programme. Please refer to Appendix 8 for Tables 3 and 4 summarising the teaching staff and course allocation as well as additional academic staff CV.	
Develop systematic integration and monitoring of sustainability topics throughout the entire programme.	The course syllabi and programme learning objectives have been revised accordingly. Please refer to Appendix 2 for the revised syllabi and Appendix 1 for the revised programme learning outcomes.	Choose level of compliance:
Ensure active research participation by students in the programme. This issue applies specifically to route two of the MBA programme in which no applied research project is included in the curriculum. Either this route should not be offered or explicit active research participation should be included in the compulsory courses of the programme.	Please note that as per the EEC's recommendation KES College has proceeded with revising the structure of the programme, eliminating the initially proposed route two, and thus now will only be offering one route via the mandatory completion of an applied business project. Please refer to Appendix 9 for the revised Table 2.	Choose level of compliance:



C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Panayiota Ioannidou	Programme Coordinator	
Dr Vassias Vassiliades	Director of Academic Affairs	
Dr Florentia Hadjiefthyvoulou	Education and Quality Assurance Officer	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

Date: 12/06/2025

