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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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Doc. 300.1.2

Date: Date.

Higher Education Institution's Response

- **Higher Education Institution:**
  Name

- **Town:** Town

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

  In Greek:

  Μεταπτυχιακό στη Διοίκηση Επιχειρήσεων (MBA, 1,5 Έτη, 90 ECTS, 2ος Κύκλος) με Ειδικεύσεις: Δημόσιες Συμβάσεις, Ηγεσία & Διοίκηση, Καινοτομία & Επιχειρηματικότητα, (4) Ψηφιακό Μάρκετινγκ

  In English:

  Master of Business Administration (MBA, I.5 Years, 90 ECTS, 2nd Cycle) with specializations in Public Procurement, Leadership Management, Innovation & Entrepreneurship, Digital Marketing
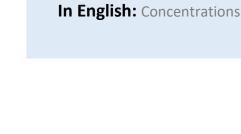
- **Language(s) of instruction: ENGLISH**

- **Programme's status:** Currently Operating

  Concentrations (if any): Public Procurement, Leadership Management, Innovation & Entrepreneurship, Digital Marketing

  In Greek: Δημόσιες Συμβάσεις, Ηγεσία & Διοίκηση, Καινοτομία & Επιχειρηματικότητα, Ψηφιακό Μάρκετινγκ
  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].**

Alexander College and the MBA Programme Team wish to thank the chair and the members of the External Evaluation Committee, Professor of Entrepreneurship and Valorization Aard Groen, Professor of Digital strategy and Innovation, Wim Vanhaverbeke, Associate Professor of Leadership and Innovation Dimitrios Spyridonidis, Mrs Elpida Tsalamandri (student) and Mr George Aletraris, CYQAA Education Officer and EEC Coordinator for their visit, extensive work in assessing the Programme and the constructive feedback they have provided.

We are happy and proud to read that the MBA programme -as per the EEC report- is compliant to the European Standards and Guidelines across all assessment sub areas.

The Programme Team has carefully reviewed all the recommendations put forth by the EEC in view of facilitating further enhancement of the impact and competitiveness of the MBA Programme. Having this approach in mind, we have taken practical and thoughtful actions, together with the group of External Stakeholders, to incorporate into the Programme's context, all the recommendations made by the EEC panel of experts. More specifically, we have addressed all recommendations by taking actions and policy amendments. Decisions and Actions are provided in our response[1]. Evidence included in our response to demonstrate our actions, in agreement with the EEC suggestions and recommendations are the following:

- ANNEX I Revised Modules (further integration of academic knowledge with real-world applications)

- Annex II Faculty Development Programs (FDP)

- ANNEX III Revised MBA internal regulation (p. 2) revised assurance policy and system (p.19) to facilitate benchmarking

- ANNEX IV New MBA Modules in Specialisations

- **List of evidence. for the "Allocation of research time between the range of 40%-50% of workload"**

- ANNEX V Expanding the use of broader, research-oriented materials in courses

- ANNEX VI AI Training Certificates

- Annex VII Ethical use of Artificial Intelligence in teaching & learning

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[1] The authors of this response have numbered EEC Recommendations for better visual alignment with actions taken by Alexander College

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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) greater stakeholder integration, clearly communicated career benefits, dedicated faculty development, and systematic benchmarking—

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY

1. A prominent opportunity lies in integrating external stakeholders more directly into the educational experience. By using these stakeholders as "clients" for student projects, case studies, and consulting simulations, the college can infuse real-world challenges into the curriculum. Such an approach would provide students additionally to the academic knowledge of the with hands-on, practical experience, enabling them to work closely with industry professionals and gain insight into real business problems. This practical exposure not only enhances learning but also facilitates networking opportunities, creating connections that are beneficial for students as they transition into their careers.	In compliance to the recommendation and the opportunity identified by the EEC, the Programme team will further integrate our high-level and well-respected External Stakeholders (E.S.) into the educational experience. To enhance hands-on, practical experience of the students, specific actions have been taken.
	  1. The group of the MBA E.S., consisting of representatives of the Organisations which were present and met with the EEC (the Center for Social Innovation, TBWA/ENTELIA, Hellenic Bank Corporate, Conread, IANUS Technology, Cyprus Marine and Maritime Institute- Center of Excellence) will collaborate in the following actions **(please see ANNEX I)**:
	  a. **The MBA550/Dissertation is revised to Strategic Consulting Project** (SCP)/or Dissertation (**see ANNEX I, REVISED MODULES to address the need for hands on practice and training**), to offer to learners, access to an actual business setting. Students who select SCP (a three-way collaborative partnership between the MBA Programme, the student and the Organisation/Business), conduct a rigorous and in-depth investigation of an existing business issue and apply the learning from their programme. Students will contribute with fresh insight and Company recommendations which may also assist the company to address a strategic business issue.
	  b. For real-life consulting scenarios, business cases and research visits to E.S. **All E.S will be open (according to their policy limitations) and provide assistance by a designated professional.** Such opportunities are structured and assigned by staff in Modules
	  2. External Stakeholders will host student Practical **Training (see in ANNEX I** MBA540 Practical Training), offer their guidance as per the Practical Training Guide at a real employment setting for those students that select Summer MBA540 **(please** see **Annex I)**
	  3. External Stakeholders will Present and discuss (Guest Lecturers-Experts) with students in MBA Seminars including the following: MBA511 Organisational Behaviour and HRM; **MBALMxxxx Developing as a Leader;** MBA515 Corporate Governance Risk and Ethics; MBAMGTXXX Digital Marketing Fundamentals; MBAIEXXX Social Innovation (please see **ANNEX I)**
		Choose level of compliance:

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	4. Also, learners are challenged to apply their theoretical knowledge and test their skills in or with a client Organisation in the following **revised** Modules **(see Annex I):** MBAM526-Management Consultancy, MBA 511-Organisational Behaviour and Human Resource Management and MBA550 Strategic Consulting Project (SCP)/ Dissertation 5. External Stakeholders participate in the Alexander College Annual Carrer and Training Fair.	
2.Moreover, clearly communicating the specific ways in which the MBA program translates into long-term career benefits would strengthen the program's appeal. Leading MBA programs at comparable institutions highlight tangible outcomes—such as career advancements, industry-specific skills, or leadership readiness—that students can expect from their education. By providing concrete examples of the program's value, such as alumni success stories, placement statistics, or skills that have led to career progressions, Alexander College can illustrate the program's on employability and career growth. Prospective students would gain a clearer understanding of how the college's specialized tracks in areas like Public Procurement, Innovation & Entrepreneurship, and Digital Marketing directly align with their career aspirations and professional development	We welcome the suggestion of the EEC to enhance the Program's appeal and public profile nurturing links to its achievements, skills and impact on career and professional development. We believe that the meeting of the EEC members with students/graduates has provided evidence of career advancement and programme satisfaction, whereas employment of MBA programme graduates is 95%. These are part of our communication strategy ahead of the new academic year. We also believe that the meeting of the EEC members with our external stakeholders, which are among the leaders in their respective sectors, together with the exposure of students to the hands-on practice and leadership skills as evidenced in our actions related to recommendations 1, 5,6,7 need to be reflected in our communication strategy. The new programme public profile, with clear and specific communication, including EEC recommendations will be designed and launched ahead of its operation. This will involve an enhanced and improved version of the previous MBA (https://alexander.ac.cy/wp-content/uploads/2021/12/MBA-BROCHURE-ENG-2022.pdf) which will include the following sections: Overview-Structure and Progression Why the MBA Partners Program: Curriculum, LOs and Skills Teaching and Learning Study Support Practical information; Admission Requirements, Scholarships, Fees Application Alumni: Future Prospects and Testimonials Info sessions	Choose level of compliance:
3.Continuous faculty education and development is another area where the MBA program could further differentiate itself. Other leading institutions prioritize structured faculty	In compliance with the recommendation please see the following actions/decisions and clarifications • The published policy for *Academic Career Development at Alexander College* (https://alexander.ac.cy/academic-career-development-at-alexander-college/) ensures the	Choose level of compliance:

development programs, ensuring their teaching staff stay current with emerging trends, industry standards, and innovative teaching methods. Regular professional development for faculty—such as industry-specific training sessions, pedagogical workshops, or certification programs—would ensure that students benefit from the latest insights and technologies. This investment in faculty would enhance the quality of instruction, signaling a commitment to academic excellence and student success.	framework for faculty development, including professional development. Sections 1.1. c and Table *Teaching Related Workload* paragraph 3[2] clarify regulations for assessing Faculty Teaching. In this vein, we have made the following decision for concrete actions. 1. **Framework for Faculty Development Programs (please see Annex II, and** https://alexander.ac.cy/faculty-development-programs-fdp/ **).** To enhance support to the professional growth and effectiveness of faculty members, individual approaches to faculty development will gradually develop to structured faculty development activities including workshops and continuous programs. Alexander College faculty development program (FDP) is a structured plan to enhance and support professional growth and effectiveness of faculty members. The FDP is to be read together with the policy on Academic Career Development at Alexander College (https://alexander.ac.cy/academic-career-development-at-alexander-college/) and Research Excellence Framework (https://alexander.ac.cy/wp-content/uploads/2019/08/Research-Excellence-Framework.pdf) The objectives of the structured FDP are to promote:	

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a. [2] **Pedagogic Design**
- o Manage learning tasks and/or co-ordinate teaching teams effectively to promote learning using a variety of methods.
- o Develop ways to challenge students to respond to uncertainties in self-directed work via reflective enquiry.
- o Incorporate a range of appropriate teaching and/or assessment methods, including use of modern technologies, to support high impact and inclusive learning experiences.

b. **Professional Development**
- o Use rigorous reflection, peer, and self-evaluation to enhance teaching.
- o Enhance teaching through a rich mix of rigorous reflection, peer, student, and self-evaluation.
- o Employ approaches to teaching that are informed by pedagogic scholarship, creative and professional practice, industry developments and/or disciplinary research.
- o Advance the practice and its pedagogy at local and/or disciplinary level by engaging in creative, innovative, or transformative educational practice.
- o Engage in professional development and recognition including teaching qualifications.

*Annual time allowance to support scholarship of teaching and scholarly activity to maintain professional knowledge in the discipline area for staff with a teaching load.

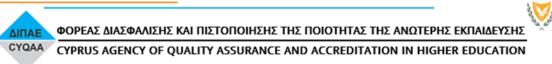|		
	1. Innovative teaching/pedagogical approaches-techniques, learning strategies; emerging trends in education and in the related industry sectors; technology integration skills. 2. Job satisfaction, staff retainment and quality staff attraction through personal growth support. 3. A higher sense of community via collaborations, idea sharing and networking. 4. Academic excellence (as per the Academic Excellence Framework Faculty development in partnership with external stakeholders will transfer know-how and expertise, overall contributing to the continuous improvement of the quality of education provided at Alexander College (partners which have signed an MoU at the level of academic clusters and or academic Programmes, the Canterbury Christ Church University (School of Teacher Education), the Alexander Research Centre (https://alexander.ac.cy/research-centre/), the Alexander College certified by the Human Resource Development Authority, Vocational Training Center (KEK), established Associations and Organisations and leading professionals. Please see Annex II 2. Further actions: • Innovative Teaching Methods: Alexander College has provided to the teaching staff the Human Resource Development Authority, "Train the Trainer" Professional seminar series. • **Pedagogical workshops/Conferences for Faculty Development .** The Educational Association of Cyprus, The Pedagogical Institute of Cyprus and Alexander College have organized the Conference (for Educators) "Artificial Intelligence (AI) in Education: Its critical use for developing learning skills" http://eokcy.org/data/uploads/docs/23synedrio/23o-sunedrio-eok-programma.pdf	
4.Additionally, a more systematic comparison with similar MBA programs at other institutions could provide valuable insights for curriculum development and strategic positioning. Benchmarking Alexander College's offerings against	Alexander College Academic Board and the Programme Team agrees with the recommendation of the EEC. In this direction, two policy documents were revised and adapted in order to facilitate the development of systematic benchmarking across the Alexander College programs of study, including the MBA The revised documents are, (one) "The Quality Assurance System at Alexander College", a document submitted in the application folder and (two) "The MBA Internal Regulation", a	Choose level of compliance:

leading MBA programs, particularly in areas such as curriculum structure, faculty credentials, and student outcomes, would allow for targeted improvements. Such comparisons can highlight unique aspects of Alexander College's program while identifying areas where enhancements would bring added value to students. Regularly assessing how the program measures up to industry standards and adjusting accordingly can ensure that Alexander College remains competitive, relevant, and attractive to both current and prospective students.	document which was also submitted and can also be found in the application submission folder). Please see revisions in **ANNEX III** or at the following links 1. The Quality Assurance System doc, last paragraph (please see in section https://alexander.ac.cy/the-quality-assurance-system-at-the-alexander-college/#assurance-policy)[3] 1a) Quality Assurance System (please see the link https://alexander.ac.cy/the-quality-assurance-system-at-the-alexander-college/#assurance-system par. "e".[4] 2. The MBA Internal Regulation was revised (please see **ANNEX III,** Part **4, Heading "Structure and content", p.4)** [5]	

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[3] "…Programmes are reviewed and revised at least every four years and especially before the formal review of the Agency of Quality Assurance and Accreditation in Higher Education, which takes place every five years, while every three years a detailed self-evaluation report is prepared by the Internal Quality Committee. Also, an assessment of the programme is carried out annually on the premises of examining the extent of coherence of the curriculum and the study load. *Beyond compliance to the European Standards and Guidelines for Quality Assurance in the European Higher Education Area, comparisons with leading international Programmes are drawn to positively influence quality dimension processes and specifically to help identify weaknesses and endorse adjustments for improvements.* Every single change on a programme of study is taken and adopted, taking into consideration the above criteria and is communicated officially while at the right time is published in accordance to the law".

[4] par. "e". now reads as per the following addition "…*Benchmarking Alexander College's programmes against leading international programs, particularly in areas such as curriculum structure, faculty credentials, and student outcomes, would allow for targeted improvements"*)

[5] **Structure and content**

(1) "The structure of the MBA programme, including the content of the individual terms, is shown in the course outline below. The structure may be subject to change, only if it is deemed necessary to do so due to staffing, organizational or pedagogical reasons. A yearly internal review takes place and a full review every four years as per Alexander College Internal Regulations for Quality Assurance (see relevant sections at https://alexander.ac.cy/the-quality-assurance-system-at-the-alexander-college/). More specifically, the provisions for this process include the evaluation and review of the content of the programme of study, based on the most recent research and industry standards in order to update the Programmes. The changes to the needs of the society, the workload of the students and lecturers and the results of their study. It also includes the effectiveness of the students' assessment, the expectations-needs and their satisfaction by the programme offered. The evaluation of the learning environment as well as the support services offered. Lastly, comparisons with leading international MBA Programmes are drawn to positively influence quality dimension processes and content and specifically to help identify weaknesses and endorse adjustments for improvements".

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
5.While Alexander College's MBA program demonstrates several strengths, there are key areas for improvement that would further enhance its impact and alignment with industry needs. Firstly, the program would benefit from a more robust practical training component. Currently, the practical training provided does not offer students sufficient opportunities to integrate academic knowledge with real-world applications. Expanding this aspect could bridge the gap between theory and practice, allowing students to apply what they have learned in a tangible, hands-on setting, which is essential for their professional preparedness	• To address the recommendation, Module MBA540 Practical Training was revised **(please see Annex I)** in order to expand the integration of taught knowledge with real world applications making use of the MBA professional network of partners. Further, it is provided that at the end of the Module, learners will participate in a certified Seminar/Workshop under the guidance of an expert trainer of the Human Resource Development Authority to put in practice skills acquired (in a group setting). • In addition, learners are challenged to apply their theoretical knowledge and test their skills in or with a client Organisation in the following **revised** Modules **(see Annex I):** MBAM526- Management Consultancy, MBA 511-Organisational Behaviour and Human Resource Management and MBA550 Strategic Consulting Project (SCP)/ Dissertation	Choose level of compliance:
6.Additionally, there is a noticeable lack of training in leadership within the program. Developing leadership skills is critical for MBA graduates who aim to move into management roles. Adding focused training in leadership development would equip students with the competencies needed to lead	In compliance with the EEC recommendation, the Programme Team takes the following actions. 1. In light of the need for focused and advanced training in Leadership to complement and integrate learning through a hands- on	Choose level of compliance:

teams, make strategic decisions, and drive organizational success.	approach, the Programme Team including MBA External Stakeholders decided to offer a Summer (prior the six months MBA550 Strategic Consulting Project / Dissertation) "**Developing as a Leader"** training to enhance student confidence to lead teams and organizations **(please see ANNEX IV New MBA Modules in Specialisations). "Developing as a Leader" is** in alignment with the MBA Leadership Management Specialisation and Programme Learning Outcomes (LOs) LO4 and LO8, which develop leadership skills (you may see doc **Module Mapping to Learning Outcomes,** as was submitted in the application submission folder). The "Developing as a Leader" Training is offered to the Leadership Management Specialisation students but it could be open to students from other pathways (depending on workload and fulfilment of MBA requirements) while in the future it can be promoted and offered to interested individuals and or Organisations outside our academic community The key features of the training (please see in Annex IV) are: a) Five Leadership Sessions to develop skills in core leadership challenges b) In each Session, students interact with distinguished professionals/leaders [6]	

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[6] Dr Gregoris Demetriou, former Deputy Director of Training Services in Human Resource Development Authority of the Republic of Cyprus. Mr Demetris C. Hadjisofocli, Co-Founder and Managing Director of the Centre for Social Innovation (CSI). He is a mentor/coach and a motivator at various business idea development ecosystems and with youth level audience. Mr Valentinos Polycarpou, Chairman of TechIsland and General Manager of Wargaming, Cyprus. Mr George Sklavos, Head of Corporate Communications & Branding, Hellenic Bank.
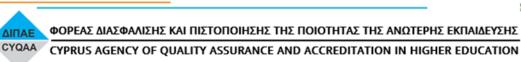
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	• The above stated, focused leadership skills training complements learning of leadership competences as identified in the MBA Module Mapping to LOs (also submitted in the MBA application folder to the CYQAA). According to our Mapping, Learning Outcomes, LO4 and specifically LO8 which address leadership skills, embrace, 8 Modules (LO8) and 13 (LO4). 2. E-Learning module-Motivating People. The Programme Team Lecturers will join this training, offered by the CCCU. This E-Learning provides an appreciation of individual motivation and how it affects our behaviour and engagement at work. This is a key skill for leaders who want to attract and retain talent, maximise productivity and steer their organisation through periods of change and uncertainty. This short course looks at some of the most common needs that motivate us and sets out how to leverage them in order to get the very best out of individuals, teams and the wider organisation.	
7.Further, the program would benefit from offering more modules in the specialization. While the existing 3 specialization courses offer an adequate development of the specialized competencies of the students, the committee agrees with feedback from alumni and stakeholders that 4 or 5 specialized courses (and then less general) would deepen the expertise of students in these areas, meeting the evolving expectations of the job market and catering to varied career paths	Alexander College and the Programme Team adopts the recommendation of the EEC. The addition of more modules in the Specialisation can indeed address the needs of specific sections of students. Therefore, in alignment with the recommendation, the Programme Team a) Developed one new Module for each Specialisation **(please see Annex IV MBA NEW MODULES FOR SPECIALISATIONS)**	Choose level of compliance:

		b) MBA521- Project Management, was removed form the list of Complulsory Modules. An adaptation of the MBA521- Project Management is now fit to be offered in the Procurement Specialisation (please see **Annex IV MBA NEW MODULES FOR SPECIALISATIONS)** More specifically, • A new Module was developed for the Specialisation in Innovation& Entrepreneurship: MBAIEXXX Social Innovation. • For the Leadership Management Specialisation, a new Module/Training is added to contribute to envisioned skills and student interaction with the profession. This is "Developing as a Leader". This Module also addresses a previous EEC suggestion ("Adding focused training in leadership development would equip students with the competencies needed to lead teams, make strategic decisions, and drive organizational success") • For the Digital Marketing Specialisation, a new module is added, Digital Marketing Fundamentals • MBA 521- Project Management (previously a Compulsory Module, currently a Specialisation Module) is indispensable for the Procurement Specialisation, therefore it is added (after revisions and	

	adaptation) to enrich learners knowledge journey	
8.Lastly, the college should aim to fully engage with its advisory board members. Although the board exists to guide and shape the program's direction, a closer, more active partnership could provide valuable insights, keep the curriculum aligned with industry standards, and support the program's strategic development. Strengthening this relationship would ensure that the program remains both current and competitive in the rapidly changing business landscape.	Alexander College is in agreement with the recommendation. As the MBA Board in the current composition (Programme Team plus external Stakeholders), is a new structure, it is expected to meet regularly within each year in order to fulfil its envisioned tasks as per the Alexander College regulations and MBA Internal Regulations. Therefore, this EEC recommendation for the College "to fully engage with the advisory board" is a prerequisite for long term success.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	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
9.Enhance Research Performance through Structured Allocation of Research Time Although time for research is available, implementing a structured, programmatic approach to research development would further improve research performance. Allocating research time based on individual performance metrics could incentivize productivity and foster high-quality research output across the department.	To further enhance research performance as per the recommendation, it is accepted that individual performance is indeed of high importance. Our approach to Academic Career Development including research is rather Institutional and is related to the mission and organisational structure of Alexander College[7], after all, a 'one size fits all' approach is not always appropriate. Alexander College embraces Academic Career Pathways under which a broad workload of activities is expected as well as progression and reward of contribution. The College recognizes that each academic career pathway is a long – term demonstration of academic activity to qualify the individual staff to reach full participation and allocation of an annual workload. As per the policy for Academic Career Development at Alexander College (please see https://alexander.ac.cy/academic-career-development-at-alexander-college/) and based on international best practices, relevant literature and the mission of the College, Academic Career Pathways orientations and Workload at Alexander College is structured across two pathways: • **The Teaching and Research** academic career pathway which includes roles that involve teaching and scholarship of teaching, research, administration, academic leadership / service to the College. In the workload allocation for teaching, the number of face-to-face hours (or equivalent delivery) will not exceed 336 hours. The research component will not be less than 20% and not exceed 50% of the total workload allocation. Other activities will not normally exceed 30%.	Choose level of compliance:

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[7] For Colleges, sectors/fields instead of Schools and Departments

- **The Teaching – focused academic career pathway** involves a higher proportion of teaching related activities and may also include contributions in research, administration, and academic leadership / service. Undertakes teaching and scholarship of teaching including scholarly activities and other activities. In the workload allocation for teaching, the number of face-to-face hours (or equivalent delivery) will not exceed 420 hours. Other activities will not normally exceed 30% of the total workload allocation.

Promotions are based on the progress of staff chosen pathway activities and ranking and / or upon Merit https://alexander.ac.cy/wp-content/uploads/2019/08/Research-Excellence-Framework.pdf. The Evidence for assessing Teaching – Research Pathway and Teaching-focused Pathway are clearly and transparently published (1.1 and 1.2 of Academic Career Development policy doc) including workload allocation (2., 2.1, 2.2, 3.). On the basis of the above stated policy, five members of the Faculty of Business & Law were recently promoted to Assistant Professors and one to Associate Professor (all of them teaching on the MBA Programme).

Actions
To encourage productivity and enhance high quality research across the Programme and the College, the Academic Board has made the following decision focusing more on the Teaching – Research Pathway:
1. To extend research time allocation based on individual performance metrics (from minimum 20%, to 40%+ of the workload). This policy change has been added under the heading "1. Academic Career Pathways orientations and Workload at Alexander College" and is titled "Allocation of research

	time between the range of 40%-50% of workload"[8] 2.For Business (field), including the MBA, performance metrics will take into consideration the following non-exhaustive list of quantitative and qualitative evidence (you may visit the link List of evidence.) • Regular Publication[9] in Journals listed in the Academic Journal Guide (AJG) which includes journal ratings • Regular Publication in Scopus Indexed Journals • Hirsch index (number of citations of a researcher's publications) • Books and Monographs and/or contribution to Edited Volumes • Leadership or participation to the preparation and/or submission and success of project proposals at national and EU level • Leadership or Contribution in collaborative research and innovation-oriented projects with stakeholders, Organisations and the community. • Leadership or participation in research projects with EU and third country HEI • Leadership or Participation in National and International Conferences in the discipline with published and preferably indexed proceedings • Contribution to teaching- research synergies (research materials for Modules, seminars, workshops, open	

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[8] "**Allocation of research time between the range of 40%-50% of workload.** To encourage productivity and enhance high quality research across Programmes and the College, the Academic Board has made the following decision focusing more to the Teaching – Research Pathway:
1. To Allocate more research time based on individual performance metrics (from minimum 20% to 40%+ of the workload). For Business (field) including the MBA, performance metrics will take into consideration a non-exhaustive list of quantitative and qualitative evidence.
2. Under the guidance of the Academic Board, an individual plan (with role expectations, discussion of envisaged development opportunities and career planning) is formulated for each member of the faculty. Identified targets and key performance indicators will be monitored annually for a period of three years of development (when the review and assessment takes place). List of evidence."

[9] Minimum one per year unless the publication/s is/are in exceptionally high ranking journals.

	lectures for dissemination of research outcomes) • Journal reviewer/Guest Editor/Membership in Academic/Professional Boards Under the guidance of the Academic Board, an individual plan (with role expectations, discussion of envisaged development opportunities and career planning) is formulated for each member of the faculty. Identified targets and key performance indicators will be monitored annually for a period of three years of development (when the review and assessment take place). Changes are uploaded here	
10. Strengthen the Integration of Research in Teaching with Broader Research Materials While connections between research and teaching are evident, expanding the use of broader, research oriented materials in courses could enrich students' learning experience. Encouraging staff to incorporate diverse, advanced research findings would deepen students' academic exposure and understanding of current industry and academic trends.	The Programme Team has effectively expanded the use of broader, research-oriented materials in all Specialisations and in some of the Compulsory Modules. Please see ANNEX V including Table 1. Which captures additions of journals and resources.	Choose level of compliance:
11. Facilitate Closer Relationships with External Stakeholders To enhance real-world relevance and insight, staff members should be supported in developing closer working relationships with stakeholders, including advisory board members. Building these connections would not only benefit the faculty but also provide valuable perspectives that can be integrated into the curriculum.	Facilitating closer professional ties of the Programme Team with the MBA outstanding partners will benefit the Programme and the student experience and create Knowledge Transfer Partnerships . **Actions** • The MoUs signed with our external stakeholders (among them, the Center for Social Innovation, TBWA/ENTELIA, Hellenic Bank Corporate, Conread, IANUS Technology, Cyprus Marine and Maritime Institute- Center of Excellence) provide for coordination and regular meetings. • Actions summarized in our response for EEC recommendation 1., demonstrate the developing connections between the two parties, the Programme Team and the external stakeholders.	Choose level of compliance:

	• Actions taken in response of EEC recommendations 3, 6, 7, 9 are in full alignment with building lasting and effective collaborations of the staff with stakeholders. • Evidence of research- teaching-synergies in the Business-MBA field can be identified in the following activities: - https://alexander.ac.cy/6th-international-conference-of-development-and-economy-i-co-d-econ/ - https://alexander.ac.cy/dr-chrystalla-markou-publishes-research-on-tourist-booking-intentions-amid-covid-19/ - https://alexander.ac.cy/xii-international-conference-society-transformations-in-social-and-human-sciences/ https://alexander.ac.cy/international-conference-in-management-co-organised-by-alexander-college/ https://alexander.ac.cy/new-international-research-endeavours-for-alexander-college-e-commerce-in-cyprus-and-poland-during-covid-19/ • Lastly, international partnerships for submitting applications for EU projects and collaborating in current successful projects with and together with stakeholders (CSI, CMMI) are ongoing. Specifically, three proposal together with CSI and European Unis and one collaboration for a current EU funded project with the CMMI (please see https://alexander.ac.cy/a-new-international-endeavour-for-alexander-college/ and	
12. Provide Comprehensive Training on New Educational Technologies Ensuring ample training opportunities for staff in emerging educational technologies,	Alexander College fully agrees with the EEC suggestion on continuous training in Educational Technologies (see also response, Faculty Development Programme in recommendation 3). In compliance to the	Choose level of compliance:

such as AI tools and hybrid teaching methods, is essential. Enabling faculty to effectively use these tools will enhance their teaching capabilities, support innovative course delivery, and align with modern educational practices.	recommendation please see the actions taken. • All Members of the Faculty will, by the end of the academic year 2024-25, take the Training "Using Generative AI for your Teaching and your student's learning needs" This online course is provided by our partners, CCCU University. • A member of the staff (Educational Unit) was fully funded, and is certified in "Teaching and Learning in the Era of AI"; AI in Practice: Preparing for AI; AI in Practice: Applying AI (Delft University of Technology please see ANNEX VI Training Certificates). The unit will host workshops and seminars inclusive of AI and hybrid teaching methods to enhance teaching and learning in a more innovative and structured manner. • Alexander College AI Policy https://alexander.ac.cy/the-quality-assurance-system-at-the-alexander-college/#ai-policy	
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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
At this time, **no specific areas for improvement have been identified within the administrative processes of Alexander College's MBA program**. The systems in place for student admission, regulation, and certification are wellstructured and function effectively, providing a strong foundation for student support. Additionally, the administration's commitment to a personalized approach has been noted as a significant strength, enhancing student satisfaction and engagement.	no specific areas for improvement have been identified	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
13.While Alexander College's learning environment offers many strengths, there are key areas for improvement that would further enhance the student experience and align the program with current industry demands. Firstly, there is a lack of networking events. Increasing the frequency and variety of these events would provide students with more opportunities to build valuable professional connections, interact with industry experts, and develop relationships that could support their future careers.	1. Alexander College has employed a qualified personnel for the position of Event Manager to better accommodate more and focused, networking events, in liaison with the current Careers Office, the Marketing Unit and the Programme Team and Board. Recent examples of participating in networking events are the Tech talk event EU-funded project LORELEI-X AND THE AXOLOTL project with the CMMI https://www.linkedin.com/posts/axolotl-project_axolotl-marineconservation-maritimesurveillance-activity-7252626918749995008-Lag7?utm_source=share&utm_medium=member_desktop and Content that Sells: A Guide to Winning Customer Hearts https://www.linkedin.com/posts/alexander-college-cyprus_content-that-sells-a-guide-to-winning-customer-activity-7270015062302466048-1z45?utm_source=share&utm_medium=member_desktop	Choose level of compliance:
14.Additionally, there is a need for more dedicated training for the use of new (information) technologies, such as artificial intelligence tools and software. Providing students with hands-on experience in these emerging technologies would not only enrich their learning but also ensure they are well-prepared for the demands of a digitally-driven workforce.	For faculty training in AI and hybrid methods please see response to recommendation 12. Students will have access to the following materials to help them ethically use AI 1. AI Policy https://alexander.ac.cy/the-quality-assurance-system-at-the-alexander-college/#ai-policy **2.** Ethical use of Artificial Intelligence in teaching & learning (please see **Annex VII** 3. Students can join the start of season seminars "AI in Practice: Preparing for AI" and AI in Practice: Applying AI (as per Action 2 for Recommendation 12)	Choose level of compliance:
15.Moreover, strengthening connections with social innovation clubs and other entrepreneurial accelerators would significantly enhance the entrepreneurial activities available to both students and alumni. Access to such resources would foster a	Alexander College (and the MBA Programme) has partnered with the Center for Social Innovation-Cyprus (the CSI has participated in a meeting with the EEC members together with other partners), a major social innovation hub with tens of EU and national projects. This partnership offers a variety of opportunities to students for gaining entrepreneurial experience and insights, a real point of reference for embedding a creative and	Choose level of compliance:

more vibrant startup culture within the college, empowering students to pursue innovative ventures	innovative culture. Moreover, the Programme now offers the pioneer Module Social Innovation with links to the industry and experts. Additionally, the College has created the Entrepreneurship and Creativity Club, an informal student association-club.	

6. Additional for doctoral programmes
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
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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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B. Conclusions and final remarks

Conclusions and final remarks **by EEC**	Actions Taken by the Institution	For Official Use ONLY
The EEC concluded that Alexander College's MBA program meets all essential requirements, demonstrating a solid alignment with stakeholder and student needs. The addition of specializations effectively addresses these demands, ensuring that students have targeted opportunities to build relevant skills in areas such as Public Procurement, Leadership Management, Innovation & Entrepreneurship, and Digital Marketing. The teaching staff is well-prepared to deliver this enhanced curriculum, possessing the necessary qualifications and a strong commitment to student success. The committee was also pleased to note improvements in the library's organization, which now provides more accessible resources to support academic and research endeavors. Moreover, the program has substantial potential for further development, especially through enhanced integration with external stakeholders. Utilizing these connections in the context of challenge-based learning within the specialized tracks could bring additional practical benefits and deepen students' professional readiness. Recommendations To strengthen the MBA program further, the EEC recommends a more strategic approach to faculty development, including training in new technologies such as AI and hybrid teaching methods. Additionally, fostering stronger engagement with advisory board members and external stakeholders will add valuable industry perspectives to	Alexander College and the MBA Programme Team would like to thank the EEC for their work, expert and positive feedback, which has evaluated the MBA Programme as compliant with European Standards and Guidelines (ESG). For all recommendations and suggestions of the EEC, decisions and actions described and or annexed in our response demonstrate our compliance in light of our commitment to high quality education.	Choose level of compliance:

the curriculum. Expanding networking opportunities and creating dedicated facilities for hands-on training with advanced technologies would also ensure that graduates are equipped with both theoretical and practical competencies, positioning them for success in a competitive business environment.		
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C.

D. Higher Education Institution academic representatives

Name	Position	Signature
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