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External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**
KES College
- **Town:** Nicosia
- **School/Faculty (if applicable):** School of Business and Administration Studies
- **Department/ Sector:** Department/Sector
- **Programme of study- Name (Duration, ECTS, Cycle)**
1.5 Academic years, (90) ECTS
In Greek:
Master (MBA)
In English:
Master (MBA)
- **Language(s) of instruction:** Greek / 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. Introduction

The site visit was well organized by the KES College, and the EEC panel spent a full working day meeting with the head of the institution, the director of academic affairs, relevant faculty- and administrative staff, students, and external stakeholders. The information and clarifications the EEC panel received at the site visit, allowed the EEC panel to understand better the rationale behind this evaluation, the regulatory context for the college, and gain more in-depth insight on issues that have emerged during the pre-visit discussion among the EEC panel members. Additional information and documents were provided to the EEC panel at the end of the visit, and this evidence clarified further the design of the program.

The EEC panel site visit for the Master of Business Administration (MBA) programme at KES College took place on the 24th of March 2025. The panel included three academics from institutions from universities from Sweden (Uppsala University), United Kingdom (Birmingham University), and Belgium (KU Leuven).

The site visit commenced with an introduction of the EEC panel members and an initial briefing where the representatives of the institution and the Director of Academic Affairs of KES College provided an overview of the institution, its strategic objectives, and the rationale for introducing the new MBA programme. This session allowed the EEC panel to contextualize the programme within the broader mission and quality assurance framework and gave the opportunity to clarify procedural aspects and confirm the agenda for the visit.

The EEC panel had consecutive meetings with various members of the teaching staff on each course for all the years of study, external college stakeholders as well as with members from the administrative staff team. Additionally, a visit to the premises of the KES College (i.e., library, computer labs, teaching rooms, and research facilities) took place, and a discussion of the main issues with the IT manager, course leaders, and the director of academic quality and compliance took place.

The EEC panel undertook a physical inspection of learning resources, including libraries, digital learning platforms, and specialized facilities, to learn more about whether the infrastructure meets the learning needs of prospective MBA students. Particular attention was paid to the availability of research resources, student support services, and technological integration.

Finally, the EEC panel had the chance to meet with students from various courses who provided feedback on their experience with the KES college.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Name	Position	University
Ernst Verwaal (Chair)	Professor	KU Leuven
Christine Holmström Lind	Associate Professor	Uppsala University
Achilleas Boukis	Associate Professor	University of Birmingham
Elina Mavrikiou	Student Member	University of Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) *sub-areas*
 - (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) *some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit. The content of the report was good and it covered most of the necessary information needed for

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

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

Sub-areas

- 1.1 Policy for quality assurance**
- 1.2 Design, approval, on-going monitoring and review**
- 1.3 Public information**
- 1.4 Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *is a part of the strategic management of the program.*
 - *focuses on the achievement of special goals related to the quality assurance of the study program.*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*
 - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
 - *integrates employer surveys to adapt to evolving workplace demands.*
 - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
 - *is published and implemented by all stakeholders.*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
 - *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*
 - *includes well-structured placement opportunities where appropriate*
 - *is subject to a formal institutional approval process*
 - *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
 - *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
 - *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
 - *is reviewed and revised regularly involving students and other stakeholders*
 - *collaborates with industry experts for curriculum development.*
 - *conducts joint reviews with external academic specialists to maintain academic rigor.*
 - *performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.*
 - *establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.*
 - *conducts regular feedback sessions with local community leaders for societal relevance.*

Findings

The application and the additional complementary information and material provided at the site visit gave the EEC panel a clear understanding of the new proposed programme in terms of learning objectives, content, structure and assessment modes. The presentations and the dialogue during the site visit gave the EEC panel an additional insight and understanding of the proposed programme. The KES Colleges propose a master programme in Business and Administration (1.5 academic years, 90 ECTS) in both English and Greek. The MBA programme covers basic business disciplines given by compulsory courses such as leadership, management, organisational behaviour, financial accounting, entrepreneurship and research methodology.

The programme also offers elective courses in marketing, globalisation and crisis management, and sustainability. The programme proposes the choice of two routes in the third semester where the first one contains the course “research methodology” (10 ECTS) and the course “applied business project” (20 ECTS), whereas the second route comprises the course “research methodology” (same as in route one) and two elective courses (10+10 ECTS).

The programme is a good fit to the other programmes offered by the KES College. Based on feasibility study, KES College demonstrated very good knowledge of the market situation for MBA students. The demand for MBA students is also supported in the dialogue with invited external stakeholders. The demand for a programme in Greek language was especially visible.

Strengths

The programme is aligned with the overall strategy of the KES College and the structure of the programme is very clear. Each proposed course within the programme is well structured and the content is well explained and has a logical rationale. The course learning outcomes are aligned with the student assessments that ensure that the module and course objectives are met.

The programme clearly defines the expected student workload in ECTS and the quality of the programme is developed and monitored by quality assurance policies and processes. The exams’ and assignments’ content correspond to the level of the programme and the number of ECTS.

The programme is developed in close collaboration with external stakeholders which provides KES College with an understanding of the market demand and employment opportunities in Cyprus.

The programme contains a compulsory course in research methodology which prepares the students for analysing quantitative and qualitative data.

The programme allows students to develop their knowledge and skills within the wide discipline of business administration. The modules build on adequate theoretical grounds and trends within the relevant discipline.

The KES College is part of the Erasmus+ mobility programme and has an international outreach for students and faculty members.

Areas for improvement and recommendations

The learning outcomes can be revised to more clearly reflect that the programme offers fundamental knowledge of various business disciplines.

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.

The learning objective makes no distinction between theoretical and practical knowledge, which could be more clear.

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.

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.

The applied business project in route two of the programme would benefit from a more formalised supervision process by outlining further its various elements such as the number of teacher-student meetings.

1.5 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*

- *intended learning outcomes*
- *qualification awarded*
- *teaching, learning and assessment procedures*
- *pass rates*
- *learning opportunities available to the students*
- *graduate employment information*

In addition, the program has established mechanisms of transparency & communication to ensure that

- Professional bodies validate program descriptions and outcomes.
- Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- Industry-specific & societal information is regularly updated with expert inputs.
- Alumni testimonials are included for a realistic portrayal of program outcomes.

1.6 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
 - *industry trend analysis.*
 - *feedback mechanisms from external partners/stakeholders*
 - *data exchanges with professional networks*
 - *employer insights concerning career readiness*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*
- *How and to what extent are external stakeholders involved in the quality assurance process of the program?*
- *How is external stakeholder feedback gathered, analyzed and implemented,?*
- *In what ways do external stakeholders assist in making program information publicly available?*
- *How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment outcomes?*

Findings

Currently, the program criteria, the student selection criteria, etc. are not publicly available, as the program has yet to be approved. However, the college's website contains some information about learning opportunities available to students via the newsletter and other announcements. Regarding the mechanisms of transparency and communication, the college shareholders were involved in the on-site visit and provided clarifications and answers to the questions asked. There was somewhat weak evidence of active student participation in the program's design.

Based on the application documents and the management team's presentation during the site visit, we observed that quality assurance is a very important part of KES College's strategy, and mechanisms are in place to ensure high-quality assurance in its programs.

Strengths

Based on the validation documents and the presentation of the College team during the site visit, there is a formal committee for quality assurance, which includes several faculty members from various departments that deal with quality assurance challenges and assess new admissions. This is an appropriate monitoring mechanism for quality assurance.

The proposed program director with four additional faculty are involved in the design of the new program with the participation of two external stakeholders, who commented on previous drafts of the new proposed program. Moreover, KES faculty members report students' attendance rates twice on a yearly basis, which is also a useful mechanism for monitoring student attendance.

The KES committee also commented on student progress, and they highlighted in-class discussions as an informal mechanism for attending student progress and dealing with inadequate student performance standards, due to the small size classes that they have. The committee noted that they run a student satisfaction survey among students on a semestrial basis and for every taught module. The mapping of the module-level objectives against the program ones was provided but not along with the initial application.

The launch of the new MBA program is supported by external stakeholders and especially industry partners. During the on-site visit, we observed that two of their industry stakeholders are actively involved in the program launch through their commitment to offer scholarships for incoming students.

Based on the on-site discussions with the management team, there is evidence of good collaboration with industry partners in running commercial projects and a successful track record in external grant applications. Moreover, students are invited to participate in research projects and activities that are led by KES faculty, which enables the students to gain research expertise.

The program remains largely consistent with developments in society the labour market, and the need for more MBA graduates in the country.

Areas of improvement and recommendations

While the content and the delivery of the program correspond to the European Qualifications Framework (EQF), there are some actions and improvements that can be made.

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.

More clarity could be provided regarding the college policy for recording lectures and the delivery of the MBA program. This might be particularly important for some students with disabilities or other challenges.

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.

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.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Not applicable
1.4	Information management	Compliant

2.Student – centred learning, teaching and assessment (ESG 1.3)

Sub-areas

1.7 Process of teaching and learning and student-centred teaching methodology

1.8 Practical training

1.9 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*
 - *The time allocation for each assessment task is explicitly stated in course outlines, ensuring students are aware of the expected workload.*
 - *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*

- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
 - ***Are students actively involved in research? How is student involvement in research set up?***
- 2 *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- 3 *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their study?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

The information in the application, as well as the meetings with faculty staff and students, make it obvious that the KES College has given extensive consideration to the teaching and learning design of this programme.

The programme is designed to foster intellectual development alongside professional skills and competences. It effectively balances theory and practice in alignment with the goals of a master's programme. The pedagogical methods are carefully crafted, with assessment processes that are transparent, impartial, and equitable. Moreover, the faculty, teaching staff, and administrative team are highly committed to supporting and prioritizing the needs of students.

Strengths

From the site visit and meetings with staff and students the KES Colleges in general and the new proposed programme in particular has a student-centered teaching and learning orientation. The staff considers students as active learners and the students emphasize the open atmosphere of the learning environment and the closeness between faculty, teachers and students.

The proposed programme considers different modes of delivery. It uses various pedagogical methods to facilitate the achievement of the planned learning outcomes, which are clearly stated for each course. The educational technologies are correctly updated.

The programme encourages active student involvement in their learning through a variety of pedagogical methods and assessment techniques. Well-developed processes and procedures for student issues and complaints are also in place.

The assessment methods used in the different courses align well with the expected learning outcomes and are based on relevant EQF level.

The assessment criteria are well developed, and the assessors have an advanced understanding of different assessment and examination methods. The programme is well-designed to integrate theoretical and practical studies.

Areas of improvement and recommendations

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.

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.

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.

Some examples of grading standards, any moderation processes and overarching marking criteria (especially for failures and distinctions) could be provided in the application.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

3. Teaching staff (ESG 1.5)

Sub-areas

3.1 Teaching staff recruitment and development

3.2 Teaching staff number and status

3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

Currently, there are five full-time faculty to support the delivery of the MBA. Based on the available documentation provided for this evaluation and with additional information from interacting with the teaching staff, the knowledge, expertise, and industry experience, with one exception, seem relevant to the modules they are planned to deliver. One of the faculty members assigned to teach in the courses of the proposed MBA programme is a doctoral candidate discipline but with extensive industry knowledge for the assigned discipline.

Based on the presentation given, the faculty members are encouraged to collaborate with industry partners and further involve students in these activities.

The lecturers engage in various research activities and collaborate with external partners for commercial projects and grant applications. Most lecturers' research activity and publications are relevant to their discipline, and they have contributed to various national-level and international

conferences and outlets. There is survey-based feedback for lecturers' in-class performance on a regular basis.

Strengths

The majority of the faculty has good experience at teaching modules at the same level and they have experience from various cultural contexts and levels. Given the low numbers projected for the first year, this number of faculty showcases a good student-staff ratio, which might be a bit over 1:1. The number of visiting staff does not exceed the number of permanent staff. Based on the information provided, the process for recruitment and development of the teaching staff seems fair and clear.

The industry expertise of several of the faculty (e.g. in sports management) could prove useful for the delivery of the new modules.

Some policies are also in place (e.g. financial compensation for conference participation) for supporting/endorsing research activities. In this vein, KES Research Center is a positive addition to the college's vision implementation and research orientation. As part of this center, research talks and engagement with industry have taken place, and as a unit, it strengthens the college's research profile.

The proposed teaching staff qualifications are adequate to achieve the proposed learning outcomes of the new program and ensure a good quality of teaching and learning. The faculty members participate in commercial and research collaborations and projects. Based on the presentations at the site visit, the KES college undertakes some developmental activities for faculty, including AI literacy sessions and training for new teaching approaches and material.

Areas of improvement and recommendations

The application does not report indicative criteria for assessing the quality of new faculty in terms of recruitment and assessment.

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.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant

4 Student admission, progression, recognition and certification (ESG 1.4)

Sub-areas

3.2 Student admission, processes and criteria

3.3 Student progression

3.4 Student recognition

3.5 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*

- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

The EEC panel extensively discussed the students' learning experience at KES College with students and alumni from other programs. The students expressed great satisfaction with their learning experience at KES College, particularly the strong support in the learning process and practice-orientated teaching approach. This creates a learning experience that is well-tailored to the students' needs.

The MBA admission requirements are transparent but need to be explicitly stated in terms of required documents (CV, reference letter, etc.). In addition, it was unclear what the language requirements (B1 or B2) were and how the institute assessed them.

Strengths

KES College has pre-defined regulations and processes regarding student progression. Appropriate procedures are in place to ensure coherent recognition in line with European and international standards.

Areas of improvement and recommendations

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. 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.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Partially compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5 Learning resources and student support (ESG 1.6)

Sub-areas

- 3.6 Teaching and Learning resources**
- 3.7 Physical resources**
- 3.8 Human support resources**
- 6 Student support**

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

KES College has good accessibility, and a broad range of learning aids and tools are used. The students are well-informed about the variety of services available to them. Library access is limited in the evenings. The programme application does not state if there are clear policies on students with learning disabilities such as dyslexia or the accessibility of facilities for students with physical disabilities. There is regular communication between specialised administrative staff and students about the services provided. The extent to which the students can enhance their research skills is less explicit in route two than in route one of the programme.

Strengths

There are new and advanced smart whiteboards in the classrooms and rooms with computers available for students. Administrative staff are qualified, motivated and work closely together to support the students. Teachers and students emphasized the practical application of knowledge.

The strong interaction between the theoretical and practical levels is an important strength of the program. This observation is confirmed by the external stakeholders of KES College.

Areas of improvement and recommendations

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.

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 select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

6.1 Selection criteria and requirements

6.2 Proposal and dissertation

6.3 Supervision and committees

6.1 Selection criteria and requirements

Standards

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

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*

- reports per semester and feedback from supervisors
- support for writing research papers
- participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.

You may also consider the following questions:

- How is the scientific quality of the PhD thesis ensured?
- Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?
- Are the criteria reflected in dissertation samples?

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Click or tap here to enter text.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Click or tap here to enter text.

Please select what is appropriate for each of the following sub-areas:

Sub-area		Non-compliant/ Partially Compliant/Compliant
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

D. Conclusions and final remarks

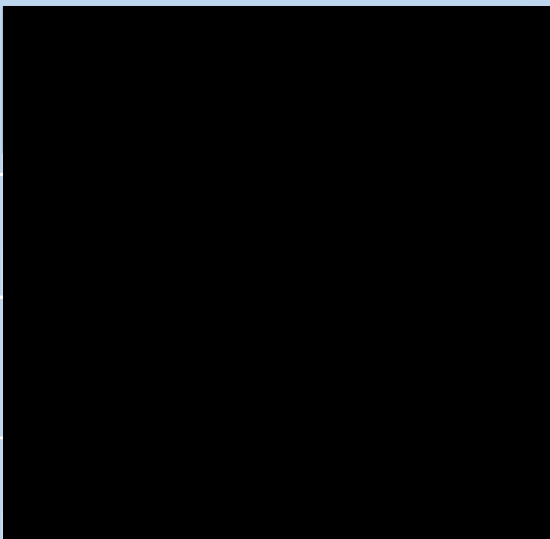
KES College is a small, quality, and student-centered institution that applies strong internal quality controls and monitoring procedures. Students and external stakeholders highly appreciate the student-centered learning experience at KES College. KES College offers small classes, strong student-lecturer interaction and coaching, and extensive support for students with modern infrastructure and IT systems. The lecturers have acceptable teaching loads and their development and teaching performance is well monitored. However, the EEC panel observed courses where the assigned lecturer did not have a relevant PhD.

The KES College does have a relevant and substantial research programme with close connections with the industry, and this allows them to effectively build synergies between research and teaching. They have an effective programme design and a clear vision on how individual course modules contribute to the students' competence building.

The main areas of improvement we summarize as follows:

- 1) 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).
- 2) Record the lessons so the students who are absent can access them and all students can review them when preparing for exams.
- 3) 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.
- 4) Make the programme more inclusive with clear policies for students with physical and learning disabilities.
- 5) Make a more proactive effort to attract international students to improve the cross-cultural competence and network capabilities of the students.
- 6) Strengthen the requirements for lecturers and monitor if they have adequate PhDs and/or research in the relevant domain of the course modules.
- 7) Develop systematic integration and monitoring of sustainability topics throughout the entire programme.
- 8) 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.

E. Signatures of the EEC

Name	Signature
Professor Ernst Verwaal (Chair)	
Associate Professor Christine Holmström Lind	
Associate Professor Achilleas Boukis	
Elina Mavrikiou	
Click to enter Name	
Click to enter Name	

Date: 26-03-2025