Doc. 300.1.3

Feedback Report from EEC Experts

Date: September 24 2026

- **Higher Education Institution: CTL EUROCOLLEGE**
- **Town: Limassol**
- **School/Faculty:** School/Faculty
- **Department:** Department/Sector
- **Programme of study under evaluation Name (Duration, ECTS, Cycle)**

In Greek:
Διοίκηση Επιχειρήσεων [3 ακαδημαϊκά εξάμηνα, 90 ECTS, Μεταπτυχιακό (MBA)]

In English:
Business Administration [3 academic semesters, 90 ECTS, Master (MBA)]

- **Language(s) of instruction: English**
- **Programme's status: Currently Operating**
- **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. External Evaluation Committee (EEC)

Name	*Position*	*University*
Philip Vergauwen	Full Professor	Maastricht University (The Netherlands) & Université Libre de Bruxelles (Belgium)
Christian Asmussen	Full Professor	Copenhagen Business School (Denmark)
Christos Kolympiris	Full Professor	Warwick Business School (United Kingdom)
Anastasia Pafiti	student	European University Cyprus

B. Guidelines on content and structure of the report

The EEC based on the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) and the Higher Education Institution's response (Doc.300.1.2), must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.

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

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
The EEC would like to see an even higher degree of alignment between (1) the mission and teaching philosophy of the College, (2), the learning objectives (LOs) of the MBA programme, and (3) the LOs as well as the content of the specific courses. Currently, it is not clear to what extent goals and objectives trickle down through this hierarchy. In particular, the mission of CTL (from the College webpage) includes nurturing a "strong research culture" and instilling "analytical, reflective and critical thinking, and the teaching philosophy includes the effort to "cultivate soft skills to students". The research orientation could be reflected more clearly in the statement of the purpose and learning objectives of the MBA programme, using for examples terms such as "business research", "research-based", "conduct research", etc., and having it reflected in a course title including "research methods", for example in the context of the final project.	**Actions taken:** 1. Revised the purpose and learning outcomes of the MBA programme to align with the College's mission and strategic objectives, while incorporating and reflecting the College's research activities and scholarly focus. 2. Revised the learning outcomes of the following courses to explicitly incorporate and demonstrate the College's research culture: • *Organisational Behaviour & Change Managerial Economics* • *Strategic Management* • *Innovation Management* • *International Business* • *Leadership & Sustainable Development* 3. Renamed the course "*Final Project Phase I*" to "*Academic Writing & Research Methodology"* to better reflect its content and objectives. **Please refer to:** • **Annex 1 Learning outcomes of the programme.** • **Annex 2 Syllabi**	Compliance
The analytical part has a stronger presence in the learning objectives of the programme, but is used in a slightly unclear way. For example, it talks about "analyzing and recommending leadership theories", which seems to collapse a	**Actions taken:** 1. We have reviewed and revised the programme learning outcomes to distinguish more clearly between the theoretical, analytical, and decision-making components. They now	Compliance

number steps. Instead, the EEC feels it would be more natural to talk about (1) recommending specific managerial courses of action, with recommendations in turn being based on (2) rigorous analysis of the relevant aspects, with this analysis in turn being based on (3) leadership theories and research. In addition, the analytical aspect should appear also more strongly at the level of the courses. For example, a course on strategic management would often include a process of internal analysis (of the firm's resources and capabilities) and external analysis (of industry characteristics and key success factors), but the description of the Strategic Management course mentions only "competitive analysis".	emphasise to students' ability to apply relevant leadership and management theories and contemporary research to conduct rigorous analysis of organisational challenges and, based on this analysis, formulate and justify appropriate managerial recommendations and strategic courses of action. 2. The analytical component has been strengthened at the course level. Course descriptions and learning outcomes have been reviewed to ensure that analytical skills are explicitly embedded throughout the curriculum. 3. The "*Strategic Management*" course has been revised to include both internal organisational analysis (resources, capabilities, and core competencies) and external environmental and industry analysis, in addition to competitive analysis. 4. Similar enhancements have been incorporated into "*Innovation Mgt", "International Business", "Leadership & Sustainable Development", "Managerial Economics", "Organisational Behaviour & Change"* to ensure a consistent emphasis on evidence-based analysis, critical thinking, and informed managerial decision-making across the programme. **Please refer to:** • **Annex 2 Syllabi**	
Related to the above, there needs to be a thorough review of the alignment between the titles and the content of each course. For example, the content of the Entrepreneurship and Innovation module covers a wide range of 7 innovation-related topics, such as	Taking into consideration the comment we have decided to take the option 2 provided to us by the EEC. **Actions taken:** 1. Renamed the course "*Entrepreneurship & Innovation" to*	Compliance

innovation management and innovation processes, but only touches lightly on entrepreneurship per se. As a way forward, the EEC suggests the following alternatives: 1. Balance the content of the module so that it accurately reflects both entrepreneurship and innovation. This would require stronger coverage of core entrepreneurship topics, such as opportunity recognition, venture creation, entrepreneurial finance, entrepreneurial strategy, and new venture growth. 2. Drop entrepreneurship from the title and offer a separate entrepreneurship elective. This would allow the current module to focus more clearly on innovation management, while students who wish to develop a deeper understanding of entrepreneurship could do so through a dedicated elective. 3. Update both the title and the content of the module to focus explicitly on the intersection of entrepreneurship and innovation. This could include topics such as entrepreneurial innovation, new venture innovation, innovation in start-ups and SMEs, business model innovation, and how entrepreneurial firms identify and exploit innovation opportunities.	*"Innovation Management"* as it concentrates on innovation issues. 2. Introduced into the programme the elective course "*Entrepreneurship"* **Please refer to:** • **Annex 2 Syllabi** • **Annex 3 Revised Programme structure**	
Along the same lines, the Global Management course could also be reviewed and potentially retitled to include International Business. This would better reflect the actual content of the course and would also help distinguish it more clearly from the other management-related courses offered in the MBA. A title such as Global Management and International Business (Economics) may give students a clearer sense of the course's focus	**Actions taken:** 1. Renamed the course "*Global Management" to "International Business"* to provide clearer description of the course content as recommended by the EEC. **Please refer to:** • **Annex 2 Syllabi** • **Annex 3 Revised Programme structure**	Compliance

and contribution within the programme.		
The Management of Information Systems course would also benefit from a clearer update to reflect current developments in the field, especially the growing role of artificial intelligence in business and management. At the moment, the course appears to cover the broader management of information systems, but the content could be strengthened by engaging more directly with AI-related issues, such as AI-enabled decision-making, automation, data-driven business models, algorithmic bias, cybersecurity implications, and the managerial challenges of adopting AI tools. If this direction is followed, the title of the course should also be revised so that it accurately reflects the stronger emphasis on AI and contemporary digital transformation.	**Actions taken**: 1. Revised the content of the course "*Management of Information Systems"* to include AI related topics and renamed it to "*MIS, AI & Digital Transformation"* in order the inclusion of AI to be reflected in the title as recommended by the EEC. **Please refer to:** • **Annex 2 Syllabi** • **Annex 3 Revised Programme structure**	Compliance
The programme does not currently include any electives, which is unusual for an MBA programme. While the EEC recognises that the programme is relatively compact and delivered over three academic semesters, the absence of electives limits the ability of students to tailor their studies to their professional interests and career goals. This is particularly important in an MBA, where students often come from different backgrounds and may wish to specialise in areas such as entrepreneurship, digital transformation, finance, marketing, or human resource management. One way to create space for a small number of electives would be to review possible overlaps across the existing courses. For example, there may be scope to merge or streamline courses such as Managerial Marketing and Industrial	**Actions taken:** 1. Following the recommendation of the EEC, the courses "*Managerial Marketing" and "Digital Marketing Strategy"* have been merged into a new compulsory course, "*Managerial Marketing in the Digital Era*". This change creates additional space within the programme curriculum for the introduction of elective courses while ensuring coverage of both managerial and digital marketing concepts. 2. The following elective courses have been introduced into the programme curriculum to cover the main pillars of the MBA programme. • *Entrepreneurship* • *Financial Analysis* • *Brand Management* • *Industrial Placement*	Compliance

Marketing Strategy, especially if some of the themes, tools, and learning outcomes overlap. This would allow the programme to retain its core management coverage while also giving students some choice. If the institution decides not to introduce electives, it should provide a clear rationale for this decision and explain why a fully compulsory structure is the most appropriate design for this MBA programme.	**Please refer to:** • **Annex 2 Syllabi** • **Annex 3 Revised Programme structure**	
Last but not least, the EEC strongly recommends the CTL Eurocollege to further improve the student evaluation/ feedback system.	We would like to mention that during the re-accreditation procedure, we presented the student feedback results for the 2024–2025 academic year, with a low response rate and therefore did not provide a sufficiently representative basis for evaluation. Recognizing this limitation, during the 2025–2026 academic year we have intensifed our efforts to increase student participation in the questionnaire process. Specifically, the Dean visited classes during Faculty evaluation to encourage students to complete the questionnaires, faculty members were requested to allocate time during class sessions for questionnaire completion, and regular reminders were sent to students throughout the evaluation period. These initiatives resulted in an improvement in response rates and provided more comprehensive feedback. However, while progress has been achieved, we acknowledge that further efforts are required to increase participation levels and ensure that the feedback collected is sufficient and reliable to support decision-making and continuous quality enhancement.	

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

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
One area that could be reviewed regards the way student teams are formed in some courses. Allowing students to choose their own teams can make group work easier in the short term, but it may also reduce opportunities for students to work with classmates from different backgrounds or with different views. Given the value of diversity and peer learning in an MBA programme, the EEC encourages the programme team to consider whether more structured team formation could be used in some courses. This may also be used systematically to support the development of soft skills such as cultural and collaborative skills as mentioned elsewhere in this document.	We would like firstly to clarify the distinction between a **Course Syllabus** and a **Course Outline**. The **Course Syllabi**, which are included in Document 200.1 submitted during the accreditation procedures, define the purpose, learning outcomes, content, bibliography, and suggested teaching methodologies for each course. Once a faculty member is assigned to teach a course, he or she is required to develop a **Course Outline** based on the approved Course Syllabus. This approach provides faculty members with the academic freedom to select the most appropriate teaching and assessment methods to achieve the intended learning outcomes and fulfil the course requirements. Team formation and group work are included among the available teaching and learning options and are incorporated whenever the faculty member considers them appropriate for the course objectives and learning outcomes. **Actions Taken to Strengthen Teamwork and Student-Centred Learning** Recognizing the importance of teamwork, collaboration, and active student engagement, we have recently: 1. **Revised the "Lecturer and Course Evaluation" by students questionnaire** to include, among other aspects, questions relating to the use of teamwork and collaborative learning activities within the course. This allows us to monitor and evaluate	Compliance

	the extent to which teamwork is incorporated into the learning process. **2. Introduced the "Mid-Term Student Feedback" procedure** Lecturers are strongly encouraged to conduct an anonymous survey among students immediately following the completion of the mid-term examination. The purpose of the "Mid-Term Student Feedback" process is to collect targeted and timely information regarding students' learning experiences. This feedback enables lecturers to identify areas for improvement and, where necessary, make adjustments to their teaching methodologies during the course delivery period, thereby enhancing the overall learning experience. **3. Faculty Pedagogical Training** All faculty members, both full-time and part-time, are required to attend the pedagogical training course **"Effective Teaching Strategies for Adult Education: Methods, Practices and Tools"** at least once every three years. The course is compulsory and is offered at the beginning of each academic year. The syllabus of the course has been developed and is delivered by an independent, non-profit, non-governmental organization specializing in contemporary student-centred teaching and learning methodologies. The training comprises 25 hours and includes theoretical instruction, practical workshops, and assessment activities. It is designed to equip faculty members with modern pedagogical approaches, including active learning techniques, collaborative learning practices, student engagement strategies, and other innovative teaching methods that support the achievement of learning outcomes. **Please refer to:**	

	• **Annex 4 Samples of Course outlines** • **Annex 5 Procedures** **Aca_OIP_30** **Aca_OIP_36** **Aca_FEP_01_012**	
The EEC strongly recommends the CTL Eurocollege to strengthen the tracking of graduates/alumni both quantitatively and qualitatively with faculty maintaining close contact with them during and after their studies.	We would like to note that, despite our continuous and intensive efforts to maintain communication with our alumni, the results achieved have been limited. We have attempted to collect information through an online tool; however, the response rate has been relatively low, resulting in a limited amount of feedback from graduates. Nevertheless, we maintain a database containing information on those graduates who have responded and continue to update these records whenever new information becomes available. In addition, some lecturers and administrative staff maintain informal contact with alumni through professional and social networking platforms, which occasionally provides useful information regarding graduates' career progression and professional development. We would also like to mention our participation in the project undertaken by the Ministry of Education, Sports and Youth entitled **"Development of a National Graduate Tracking Mechanism and Design and Implementation of an Employers' Skills Survey."** The information and results generated through this initiative are monitored and recorded by the College and constitute an important source of data regarding graduate employability. In addition to the above, we would like to highlight that the College has recently established a new Advisory Council, which includes among its members a graduate of the College who currently holds a senior management position within the Hospitality sector. The participation of alumni in the Advisory Council strengthens the College's connection with its graduates.	Compliance

	Finally, we have recently invited a number of our graduates to be featured on the College's website by sharing information about their current professional positions and their experiences as alumni of the College. Through this initiative, we aim to strengthen our engagement with graduates and provide current and prospective students with valuable insights into the career opportunities and outcomes associated with our programmes. Please follow the link: https://ctleuro.ac.cy/#whatourgraduatessay	
Stakeholders stressed the importance of ensuring that the programme remains connected to relevant sectors of the Cypriot economy and the wider labour market, including shipping and the foreign exchange industry. They also highlighted the potential relevance of professional certifications, which could strengthen graduate career readiness and make the programme more attractive to students and employers. The EEC encourages the programme team to 12 13 make this stakeholder input more systematic and better documented, including how external views are used to update public programme information and to ensure continued alignment with relevant qualification frameworks, including the European Qualifications Framework.	We would like to refer to the newly formed Advisory council that meets every 3 to 6 months to provide us their valuable knowledge and expertise. During our recent meeting with the Advisory Council that took place on 26th May 2026 we have been advised by the members to utilize academic staff during the summer periods to offer internationally recognized certification examinations. Also we have been advised to offer Continuing Professional Development (CPD) programmes, noting that many professions require the completion of a specific number of training hours (e.g., in the legal and accounting profession). We would like to inform the EEC that it is in our immediate plans to proceed with these suggestions.	Compliance
Partial compliance of the practical training standards concerns improvement with respect to hands-on practical training such as an direct in-company experience (beyond practice-driven research projects). This could be integrated into the existing programme and/or	**Action taken:** Taking into consideration the suggestion of the EEC we have introduced in the programme the following elective courses including the Industrial placement: • *Entrepreneurship*	

added as extra-curricular activities, both scholarly and practice driven.	• *Financial Analysis* • *Brand Management* • *Industrial Placement* **Please refer to:** • **Annex 3 Revised Programme structure** • **Annex 2 Syllabi**	

3. Teaching staff
(ESG 1.5)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
The EEC discussed the use of handwritten exams. While this can be appropriate in some cases, the programme team may wish to reflect on whether handwritten examinations remain the best format across all courses, particularly in a business programme where students are expected to work with digital tools, data, and contemporary management practices. This is not necessarily a weakness, but it is an area where further reflection would be useful.	We would like to clarify that, since this programme is registered as a conventional programme, we do not have any flexibility regarding the format of examinations. Additionally, as a Private Institution of Higher Education, we operate under the full supervision of the Ministry of Education, Sports and Youth, which does not permit such flexibility. During inspections, we are required to present both midterm and final examinations for review and compliance purposes.	Compliance
The EEC strongly recommends that CTL further refines and explicitly defines what the criteria are for research outputs that count towards promotion, bonuses, and teaching load reduction. Consistently with the mission and vision of the College, the application explains how contributions to conferences, funding, and publications in "highly ranked journals" are included in faculty evaluation, promotion criteria, and hiring decisions. What remains somewhat implicit is what exactly counts as included in these outputs and (importantly) what does not count. The AJG list is mentioned in the context of faculty ranking, but does not appear in the list of research outputs provided by the College, raising questions about the systematic use of this list. We therefore suggest further operationalization research outputs, and (importantly) making clear to	The College's structured and active involvement in research activities commenced in May 2022, marking a significant step in strengthening our research culture and research capacity. As a small- to medium-sized Higher Education Institution, we have established a dedicated Research Office, led by a Head of Research and supported by a Research Team currently comprising thirteen (13) members. The College actively promotes the professional development of its academic staff by encouraging participation in scholarly research, scientific publications, externally funded projects, and international academic collaborations. During the initial stages of our research development, academic staff were encouraged to publish their work without strict adherence to specific journal indexing metrics. This development approach enabled faculty members to develop their research profiles and gain experience in scholarly	Compliance

faculty what the process and criteria are in terms of (1) a priori lists and descriptions of what constitutes, ex ante, valid outputs and what does not, (2) the 15 process of approving these outputs ex post including potential peer evaluation or other steps, or (3) a combination of these.	publishing. As the College's research culture has matured and expanded, we have adopted a more structured approach to research performance and academic career development, placing greater emphasis on research quality, research leadership, and international recognition. Research quality is now evaluated using international recognized quality indicators. The College formally adopts the **Academic Journal Guide (AJG)** and the **SCImago Journal Rank** (**SJK**) as its primary journal quality metrics. Where these indicators are unavailable, alternative internationally recognized measures, including **Journal Citation Reports (JCR), Web of Science, Scopus quartiles, PubMed, ERIC,** or equivalent indexing systems, are applied according to the published evaluation criteria. The required level of publication quality increases progressively with academic rank, reflecting the College's commitment to continuous research excellence. To ensure transparency and consistency, the framework also explicitly identifies research activities that **do not normally qualify** for evaluation. These include publications in predatory journals or conferences, outputs without evidence of peer review, administrative duties unrelated to research, conference attendance without an accepted scholarly contribution, duplicate reporting of the same research output across multiple categories, and other activities that do not satisfy the published research quality standards. The evaluation framework follows a **progressive academic development model**, whereby research expectations increase systematically across academic ranks. Assistant Professors are primarily evaluated on research dissemination through conference publications and active participation in research activities.	

	Associate Professors are expected to demonstrate sustained publication in internationally recognised scientific journals, postgraduate supervision, contributions to externally funded research programmes, and increasing research leadership. At Professor level, the emphasis shifts towards internationally recognised research excellence, sustained publication in prestigious journals, international academic recognition, research leadership, supervision of doctoral researchers, and successful acquisition of competitive external research funding. Each criterion is assigned a predefined weighting, resulting in a transparent evaluation model. The evaluation process itself has also been formalised. At the beginning of each annual evaluation cycle, all academic staff receive the relevant evaluation procedures, templates, and guidance documents, ensuring that assessment criteria and expectations are fully transparent before submission. Following submission, every research output is independently verified by the Head of Research against the published evaluation criteria. Where necessary, additional supporting evidence may be requested. Journal rankings, indexing status, conference quality, funding eligibility, and other research outputs are verified using recognised international databases and official documentation. Upon completion of the evaluation, written feedback is provided to each faculty member, and the final results are submitted to the Quality Assurance Office for inclusion in the faculty performance records. **Actions taken:** 1. We have revised and further developed the **Annual Research Evaluation Procedures** to provide a	

	more detailed, fair, and transparent evaluation process. **Please refer to:** • **Annex 5 Procedures:** **Hrd_InP_08** **Res_InP_04** **Res_InP_05** **Res_InP_06** **Res_InP_07** **Res_InP_07_01** **Res_InP_07_02** **Res_InP_07_03** **Res_InP_07_04** • **Annex 6 Research Index Metrics**	

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

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
The EEC commends the CTL Eurocollege for the on-boarding efforts with respect to in-coming international students. However, given the housing situation in the city of Limassol, the EEC recommends the school to try to engage these students in dialogue prior to arrival of the difficulties they might encounter in this respect.	In response to the EEC's comment, we are committed to ensuring that students receive adequate information regarding accommodation difficulties. We also provide housing support by facilitating contact with estate agents, property owners, and students seeking shared accommodation arrangements.	Compliance

5. Learning resources and student support
(*ESG 1.6)*

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
A clear area for further improvement, but already planned for, concerns the extension of infrastructure currently in use. The CTL Eurocollege has recognised the need for more space and the modernisation/update of the current infrastructure and is close to finalising the acquisition of a suitable building in the neighbourhood.	We would like to highlight the expansion of our facilities following the signing of a rental agreement for a new building, which is expected to be operational by October 2026. The new premises, located within walking distance of our existing facilities, will complement our current infrastructure and significantly enhance our capacity to accommodate the anticipated growth in student enrolment. This expansion will provide additional teaching and learning spaces, supporting the continued delivery of high-quality educational services.	Compliance

6. Additional for doctoral programmes

(ALL ESG)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response

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7. Eligibility (Joint programmes)

(ALL ESG)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response

C. Conclusions and final remarks

The EEC must provide final conclusions and remarks, with emphasis on the correspondence with the EQF.

The EEC thanks the institution for its extensive feedback and proposes compliance across all standards based on the seriousness (breath and depth) and credibility of the institution's steps to address the acknowledged areas of improvements, weaknesses and areas where the EEC found partial compliance.

The issues have been thoroughly addressed and the response of the institution convinces the EEC on a standard-to-standard basis.

The institution has actionable plans to improve operations and sharpen strategies and is to be commended for the focus and speed of response/action.

EEC's final conclusions and remarks

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
The EEC strongly recommends the CTL Eurocollege to review and/or update the alignment between programme and course learning objectives, course titles and contents and final project and to consider the offering of electives and/or extra-curricular modules (such as internships).	Taking into consideration all comments of the EEC we have proceeded in the following actions: **Actions taken:** 1. Revised the purpose and learning outcomes of the MBA programme to align with the College's mission and strategic objectives, while incorporating and reflecting the College's research activities and scholarly focus. 2. Revised the learning outcomes of the following courses to explicitly incorporate and demonstrate the College's research culture: • *Organisational Behaviour & Change Managerial Economics* • *Strategic Management* • *Innovation Management* • *International Business* • *Leadership & Sustainable Development*	Compliance

	3. The "*Strategic Management*" course has been revised to include both internal organisational analysis (resources, capabilities, and core competencies) and external environmental and industry analysis, in addition to competitive analysis. 4. Similar enhancements have been incorporated into "*Innovation Mgt", "International Business", "Leadership & Sustainable Development", "Managerial Economics", "Organisational Behaviour & Change*" to ensure a consistent emphasis on evidence-based analysis, critical thinking, and informed managerial decision-making across the programme. 5. Renamed the course "*Entrepreneurship & Innovation" to "Innovation Managemen*t" as it concentrates on innovation issues. 6. Renamed the course "*Global Management" to "International Business"* to provide clearer description of the course content. 7. Revised the content of the course "*Management of Information Systems"* to include AI related topics and renamed it to "*MIS, AI & Digital Transformation*" in order the inclusion of AI to be reflected in the title. 8. The courses "*Managerial Marketing" and "Digital Marketing Strategy"* have been merged into a new compulsory course, "*Managerial Marketing in the Digital Era".* This change creates additional space within the programme curriculum for the introduction of elective courses while ensuring coverage of both managerial and digital marketing concepts. 9. The following elective courses have been introduced into the programme	

	curriculum to cover the main pillars of the MBA programme. • *Entrepreneurship* • *Financial Analysis* • *Brand Management* • *Industrial Placement* 10. The course *Final Project Phase 1* has be renamed *Academic Writing & Research Methodology* to better reflect its content and objectives. **Please refer to:** • **Annex 1 Learning outcomes of the programme.** • **Annex 2 Syllabi** • **Annex 3 Revised Programme structure**	
Furthermore, the EEC found that all efforts with respect to research bear fruit in line with the ambition of the institute to underpin its programmes with relevant applied research. The way research efforts are supported and evaluated (financial support, incentives, workload, recognition and assessment) can be considered very good if not best practice and in line with vision, mission and ambition. The EEC, nevertheless, also identified room for improvement and further operationalisation of research output evaluation processes.	The College has established a comprehensive, structured, and transparent framework for evaluating research performance. Research expectations are clearly differentiated according to academic rank and reflect a progressive model of academic development. Each rank is associated with predefined research expectations, weighted evaluation criteria, and clearly documented evidence requirements, ensuring that faculty members understand the standards expected before the commencement of each evaluation cycle. The evaluation framework places increasing emphasis on research excellence and leadership as academic staff progress through the ranks. For Assistant Professors, the assessment focuses primarily on research dissemination through conference publications and participation in research activities. For Associate Professor level, greater emphasis is placed on publications in internationally recognised scientific journals or	Compliance

	scholarly books, supervision of postgraduate research, leadership in research projects, and participation in externally funded research. For Professor, the evaluation additionally considers international research recognition, sustained publication in high-quality journals, research leadership, supervision of postgraduate researchers, and success in securing competitive research funding. **Actions taken:** 1. We have revised and further developed the **Annual Research Evaluation Procedures** to provide a more detailed, fair, and transparent evaluation process. **Please refer to:** • **Annex 5 Procedures:** **Res_InP_07** **Res_InP_07_01** **Res_InP_07_02** **Res_InP_07_03** **Res_InP_07_04**	
As a concluding and consultative (not standard related), the EEC strongly suggest the College to do a deep-dive into the SWOT analysis, (re-)define sources of distinctiveness, weaknesses and ways to overcome these, as well as threats and opportunities arising from changes in society at large. This exercise might enlighten and inspire the College's strategy as to the way forward in changing times.	**Action taken:** 1. We have revised the Swot Analysis based on the EEC's recommendation by: • **Identifying sources of distinctiveness**, such as the College's regional location, industry links, and student-centred learning. • **Acknowledging strategic weaknesses** that can be addressed through future development, including specialisations, hybrid delivery, and internationalisation. • **Highlighting future opportunities** arising from changes in higher education, digitalisation, sustainability, and evolving labour market needs.	Compliance

	• **Recognising external threats** such as increased competition, technological **Please refer to:** • **Annex 7 Revised Swot Analysis**	
We would like to thank the EEC and express our sincere appreciation for their constructive comments, and suggestions for improvement, and complimentary remarks. These are deeply appreciated and encourage us to continue our dedicated efforts to support the College in fulfilling its mission as an Institution of Higher Education.		

D. Signatures of the EEC

Name	*Signature*
Philip Vergauwen	
Christian Asmussen	
Christos Kolympiris	
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Date: September 24 2026

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