

INTERCOLLEGE

**INSTITUTIONAL EVALUATION
RESPONSE TO EXTERNAL EVALUATION COMMITTEE (EEC)
(CYQAA)
JANUARY 2026**

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C. Building Facilities, Student Welfare Services, Infrastructure

EEC comment: Renew every expired or missing Fire-Safety certificate (Central, Library, Europa). Intercollege confirms that renewal applications for the fire-safety certificates covering the Central building, the Library building, and the Europa building have been submitted to the relevant local authorities. Certificates are currently being processed by the local authorities and will be submitted to the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) as soon as they are issued.

EEC comment: Complete gas-installation repairs, arrange the required re-inspections, and file the new certificates.

Intercollege confirms that the gas-installation remedial works identified in the recent inspection report have been scheduled with an accredited contractor and that re-inspection requests have been submitted to the competent authority. Where repairs have already been completed, re-inspection has been requested and the updated certificates will be forwarded to CYQAA immediately upon issuance.

EEC comment: Maintain the five-year inspection cycle for mechanical and electrical systems and trigger a fresh inspection after any major alteration.

Intercollege acknowledges and welcomes the committee's comments. Intercollege will adopt a five-year inspection cycle for mechanical and electrical systems, and immediate re-inspection following any major alteration or upgrade. Records of recent inspections and the maintenance schedule are maintained by the Facilities Office and are available to CYQAA on request.

EEC comment: Provide informal student lounges and work areas inside the main Intercollege building.

Intercollege recognises that student and staff lounges are small investments with large returns for campus life, teaching quality and institutional performance. In short, they provide informal spaces for social connection and peer learning, reduce isolation and improve mental health, enable cross-disciplinary interaction and mentoring, support co-curricular activity, give staff

places for collaboration and recovery between duties, and act as visible amenities that aid recruitment and retention. Intercollege received proposals and discussions are underway with the Facilities Office.

EEC comment: Relocate or duplicate core recreation amenities (cafeteria, gym, club rooms) so students are not fully dependent on University of Nicosia sites.

Intercollege is part of the same organizational group as the University of Nicosia and benefits from shared campus amenities under an established access arrangement. This approach ensures students have timely access to high-quality recreation facilities while avoiding unnecessary duplication of capital-intensive services. That said, Intercollege is committed to ensuring convenient access for our students and staff. We are currently reviewing enhancements that will increase on-site provision at Intercollege campuses, including targeted additions to the Intercollege building and adjustments to access arrangements with the University of Nicosia to ensure convenient scheduling, student-only time slots where appropriate, and clear signage.

Intercollege takes safety, student welfare, and campus infrastructure seriously. We will submit the requested certificates and supporting documentation to CYQAA as soon as they are issued by the competent authorities, and we will keep CYQAA updated on progress against the planned improvements described above.

1. Institution's Academic Profile and Orientation

Intercollege is an applied academic and vocational institution with programmes across culinary arts, aesthetics and wellness, maritime, hospitality, and technical disciplines. The College operates within the "UNIC City" campus town and is affiliated with the University of Nicosia, which provides opportunities for interdisciplinary research, training, and industry outreach. These institutional characteristics make Intercollege well placed to combine practice-focused teaching with applied research and structured community engagement. (intercollege.ac.cy)

Mission & Strategic Planning

EEC comment: Rewrite the mission so teaching, research, and service to society are clearly defined.

Current:

Intercollege provides high-quality vocational and academic education, advances applied research that informs practice, and delivers service to society through industry partnerships and community engagement.

Adjusted:

Intercollege delivers career-focused teaching that equips graduates with technical skill, professional judgement, and entrepreneurial capacity; pursues applied research that enhances curriculum relevance and industry innovation; and serves society through workforce development, public engagement, and sectoral collaboration. We commit to continuous quality improvement, evidence-based planning, and ethical use of emerging technologies in learning and assessment.

EEC comment: Strategic-plan updates and measurable KPIs.

Strategic objectives and KPIs

Teaching and Learning

- KPI: Programme completion (graduation) rate, by programme, target increase 75 percentage within 3 years
- KPI: Student satisfaction score (internal survey) greater than or equal to 3 out of 5 within 2 years
- KPI: Percentage of courses with industry-informed learning outcomes, target 100% by year 2

Employability and Industry Engagement

- KPI: Graduate employability rate (12 months post-graduation), target 80% (or agreed figure) within 3 years

- KPI: Number of active industry partnerships per programme, target 2 partnerships per year

Research and Scholarship

- KPI: Number of applied research projects with industry funding or placement per year, target 2
- KPI: Publications, technical reports or professional outputs per research-active academic FTE, target 2/year

Quality and Compliance

- KPI: On-time submission of required safety and compliance certificates, 100% compliance
- KPI: Completion rate for programme review cycles, 100% within scheduled window

Digital and AI-enabled Learning

- KPI: Percentage of staff trained in approved AI tools and pedagogy, target 90% within 12 months
- KPI: Incidents of AI-related academic misconduct, tracked and reduced year-on-year

S/N	Strategic Objective	KPI	Target	Timeframe
1	Teaching and Learning	Programme completion (graduation) rate, by programme	Increase by 75%	Within 3 years
2	Teaching and Learning	Student satisfaction score (internal survey)	≥ 3 / 5	Within 2 years
3	Teaching and Learning	Courses with industry-informed learning outcomes	100% of courses	By year 2
4	Employability and Industry Engagement	Graduate employability rate (12 months post-graduation)	80% (or agreed figure)	Within 3 years

S/N	Strategic Objective	KPI	Target	Timeframe
5	Employability and Industry Engagement	Active industry partnerships per programme	2 partnerships per year	Reviewed annually
6	Research and Scholarship	Applied research projects with industry funding or placement	2 projects per year	Reviewed annually
7	Research and Scholarship	Publications, technical reports, or professional outputs per research-active academic FTE	2 outputs per FTE per year	Reviewed annually
8	Quality and Compliance	On-time submission of required safety and compliance certificates	100% compliance	Continuous
9	Quality and Compliance	Completion rate for programme review cycles	100% within scheduled window	As per review schedule
10	Digital and AI-enabled Learning	Staff trained in approved AI tools and pedagogy	90% of staff	Within 12 months
11	Digital and AI-enabled Learning	Incidents of AI-related academic misconduct	Tracked and reduced year-on-year	Continuous

This table above groups each KPI under its corresponding strategic objective, highlights the numeric or qualitative target, and states the expected timeframe for achieving or reviewing each measure.

EEC comment: Replace informal planning with a documented, data-driven cycle.

- Inputs (quarterly): enrolment and retention reports; graduate destinations and employer feedback; labour market scans; programme-level teaching and assessment data; student experience survey; research outputs and external funding updates
- Analysis (quarterly): Programme Performance Dashboard maintained by Planning & QA
- Decision (annual): College Council / Academic Committee / Quality Assurance Committee reviews dashboard and proposes the annual operational plan and budget allocations
- Implementation (rolling): Faculties and Programme leads execute operational plan; Facilities, Student Services, and HR execute resource changes
- Review (biannual): Independent programme-level review and annual external stakeholder review
- Recordkeeping: Formal minutes, KPI dashboards, and evidence packs stored in the Quality Assurance repository and linked to the Strategic Plan summary

Governance and evidence

- Assign deadlines for every KPI; require a short quarterly narrative explaining variance to target
- Publish an abbreviated progress report publicly each year and maintain a full evidence pack for EEC audits

EEC comment: Spell out how staff research will support programme quality.

Staff research will directly inform and enhance programme quality by keeping curricula current with industry practice and sector standards, by providing evidence that shapes module learning outcomes and authentic assessment tasks, and by generating applied project opportunities and placement partnerships that give students workplace-relevant experience.

Academic staff will produce annual research-to-curriculum statements that document how specific research outputs have led to changes in teaching, assessment or placement provision, supervisors will integrate student projects into funded research where appropriate, and internal

seed grants and workload relief will enable staff to translate research findings into new learning materials, simulation activities and professional development for colleagues. All coordination will be done by each Programme Coordinator.

Mechanisms and expected outcomes:

- Curriculum: Require programmes to map course and programme learning outcomes to recent applied research and industry standards. Use staff research outputs to inform new courses or revise assessments.
- Applied projects embedded in teaching: Formalise industry or community-based applied research projects as assessed components (capstones, internships with research deliverables).
- KPI: percent of final-year projects that are applied/industry-linked.
- Continuing Professional Development (CPD) and scholarly teaching: Fund internal CPD that allow staff to undertake practice-led research and then translate findings into teaching innovations and assessment design.
- Research supervision and student engagement: Increase opportunities for student-mentored research or practical; encourage publication or professional dissemination of outstanding student projects.
- Quality assurance: Require an annual "research-to-curriculum" statement from each Programme Coordinator documenting how staff research activity informed programme changes over the year; include this evidence in periodic programme review.
- External validation: Use industry partners and UNIC linkages to validate applied research directions and transfer findings into placement and recruitment pipelines.

Suggested KPIs for research impact

- Number of applied research projects informing curriculum per year
- Percentage of programmes with at least one research-active staff member contributing to curriculum review
- Employer satisfaction with graduate (surveyed annually)

[EEC comment: Institution-wide Artificial Intelligence policy \(learning, teaching, integrity\).](#)

Find attached Appendix 5 Policy for the Use of AI Tools.

Intercollege recognizes the significant impact that Artificial Intelligence (AI) tools, including various forms such as generative AI, machine learning, and natural language processing, are set to have on society. As AI continues to evolve, it presents a myriad of opportunities for innovation in teaching, learning, research, and operational efficiency. This policy provides a comprehensive framework to ensure the responsible and ethical use of AI technologies while harnessing their potential to enhance the college's effectiveness and efficiency. This policy applies to all members of the college community, including faculty, staff, and students.

Purpose

The purpose of this policy is to support the proactive integration of AI tools into the college's ecosystem, ensuring their effective and ethical deployment in educational, research, and operational activities. It sets a framework for the College, enabling it to prepare students for a future where AI is an integral part of the workforce and society, while also maintaining the College's commitment to academic integrity and excellence.

[Connecting with Society](#)

Intercollege recognizes the importance of systematic engagement with external partners and with the wider community. We are formalizing procedures to record partner contributions to programme design, delivery, and review; to test demand for any proposed expansion of English-language programmes with direct industry input; and to document concrete community-

engagement and economic-impact activities. The sections below provide our planned actions, evidence we will provide, and timelines.

EEC comment: Record, in a structured way, how external partners contribute to programme design, delivery, and review.

Intercollege Programme Coordinators record all external stakeholders engaged in programme design, delivery and review. These records are submitted to the CYQAA every 5 years when the programme undergoes its re-accreditation process. The record will capture partner name, affiliation, role (design, delivery, review), date and nature of contribution, agreed outputs (for example revised learning outcomes, placement opportunities, guest sessions), and documentary evidence (meeting minutes, emails, syllabi changes).

EEC comment: Re-examine demand for English-language programmes with direct industry input before expansion.

Intercollege will undertake a formal demand and feasibility study prior to any expansion of English language provision. The study will combine labour market analysis, targeted employer consultations, prospective student interest surveys, and comparison with competing provision. Results will be considered by the Quality Assurance Committee and the Academic Committee before approval of any new programmes or expansions. Where industry indicates a need, we will pilot intake models and define clear admission, delivery and quality assurance arrangements prior to full rollout.

EEC comment: List concrete community-engagement and economic-impact actions (public events, open days, collaborations).

Intercollege runs and plans a range of community-engagement and economic-impact activities. These include public open days and sector showcases, short-course provision for local businesses and professional upskilling, applied research and consultancy projects supporting SMEs, placement and internship programmes that supply skilled labour to local industry, and community-facing events such as food festivals, exhibitions and health-and-wellness events.

Development Processes

Intercollege is strengthening its academic-staff development and selection processes to ensure programme quality and relevance. The measures below make external input compulsory on selection panels, establish a documented baseline of teaching competences, align continuing professional development to that baseline, adopt a shared teaching philosophy, and deliver regular staff workshops on priority themes including AI in assessment.

EEC Comment: Make an external member compulsory on every Faculty Selection Committee.

Intercollege ensure to include at least one external member for every recruitment panel, for all academic appointments. External members will be drawn from industry, professional bodies, or partner universities, and their role will include review of person specifications, participation in shortlisting and interviewing, and confirmation that selected candidates meet applied and industry-facing requirements.

EEC Comment: Establish a baseline of teaching competences and link professional development to that baseline.

Intercollege's Academic Handbook defines minimum and progressive expectations for all academic staff. The handbook is used as the baseline for probation, annual appraisal and targeted professional development (PD). Staff PD will be mapped to competence gaps identified through appraisal, peer review of teaching, student feedback and self-assessment, and access to relevant workshops and accredited training will be provided.

EEC Comment: Adopt a shared teaching philosophy.

Intercollege will formally adopt an institution-wide teaching philosophy to guide programme design and teaching practice. The philosophy will reflect applied, student-centred approaches appropriate to vocational and professional education, emphasising project-based learning, workplace simulation, field work and appropriate digital pedagogies. The teaching philosophy

will be published in the Strategic Plan and embedded in programme approval, module descriptors and staff induction.

EEC Comment: Run regular staff workshops on high-priority themes such as AI in assessment.

Intercollege is currently running mandatory seminars and workshops for staff addressing high-priority themes, including AI and assessment design, inclusive practice, digital teaching tools, and authentic assessment for workplace skills. Workshops will be recorded, attendance logged, and follow-up actions captured in staff Performance Development Plans (PDPs). A dedicated workshop on AI in assessment will be included in the induction for new academic staff and repeated annually for all teaching staff.

2. Quality Assurance

Intercollege will extend its Quality Assurance framework to cover research explicitly, publish a concise set of institutional KPIs for teaching, research and societal engagement, and strengthen student mobility provision for EU and non-EU students. The changes will be embedded in the College QA Manual, overseen by the Quality Assurance Committee.

EEC Comment: Extend the QA framework to cover research explicitly.

Intercollege will update the Quality Assurance (QA) framework to include explicit research governance, standards and review processes. The updated framework will set expectations for research strategy, integrity and ethics, supervision quality, research outputs and impact, external peer review, and links between research and teaching. Implementation will be led by the Quality Assurance Committee.

EEC Comment: Set and publish a concise set of institutional KPIs for teaching, research and societal engagement, and report annual results.

Intercollege will publish internally a concise institutional KPI set covering teaching, research and societal engagement in the college's Quality Assurance Manual. KPIs will be measurable and time

bound. The QA Committee will compile data, and the Academic Committee will approve targets and review performance each year.

EEC Comment: Guarantee mobility opportunities for all students, EU and non-EU, and work with authorities to ease visa constraints.

Intercollege will adopt a mobility policy that will enable every student access to at least one mobility pathway during their studies, subject to academic progression, mobility acceptance criteria and programme suitability. Mobility options will include short-term physical exchanges, internships, placements, and virtual mobility. The College will strengthen partnerships with host institutions, expand Erasmus and bilateral agreements where appropriate, and establish a formal liaison with migration and visa authorities to reduce administrative barriers for non-EU students. The policy will be implemented with monitoring and reporting to ensure transparency and equity.

3. Administration

Intercollege will strengthen its administrative governance and operations to ensure inclusive decision-making, consistent professional development for administrative staff, standardised committee practice, regular internal reviews of administrative functions, and fully integrated academic and administrative planning. The measures below describe policy changes, operational steps, evidence we will provide, KPIs to measure progress, and a proposed timeline for implementation.

EEC Comment: Increase student representation on decision-making bodies and consult them more frequently

At Intercollege, student representatives have defined roles and rights, including participation in agenda setting, speaking rights in meetings, and access to committee papers. For major governance bodies where student input is critical, such as Academic Committee, Quality Assurance Committee and Programme Review Panels, at least one student representative has voting rights. The Student Union will manage nominations and elections, and training will be provided to new student members.

EEC Comment: Offer systematic professional-development courses for administrative staff

Intercollege is currently running structured professional-development (PD) programs for administrative staff, covering quality management, AI & digital skills and data handling, customer service, records management, project management, procurement, and risk awareness. PD will be mandatory at defined levels. PD completion will feed into annual appraisal and workforce planning.

EEC Comment: Standardise how committee decisions are minuted and circulated

Intercollege adopts a standard minutes template and circulation protocol for all committees. Draft minutes are circulated to members within five working days of a meeting, with final approved minutes published within 10 working days. Minutes will consistently record attendance, declarations of interest, agenda items, decisions, rationale where relevant, action points with named owners and deadlines, and the date of the next meeting.

EEC Comment: Launch periodic internal administrative reviews to track efficiency, risk, and resource needs.

Intercollege has an established Administrative Committee where a periodic internal administrative-review meeting is held to assess efficiency, risk exposure, workload distribution and resource adequacy across administrative units. Reviews will include process mapping, stakeholder feedback, performance metrics, and risk assessment. Findings will produce an action plan with costed resource requests where required. Reports and follow-up actions will be logged and monitored by the College Council.

EEC Comment: Integrate administrative and academic planning so strategy and operations are handled together.

Intercollege College Council reviews and appoints the integration planning process that aligns academic strategy, programme development and administrative operations. The use of shared annual planning calendar, joint budget review sessions, and administrative & academic input.

Integrated planning ensures resource requests are evaluated against strategic priorities, and operational risks are considered in programme approvals.

4. Learning and Teaching

Intercollege confirms that programme planning explicitly integrates theory and practice from Year 1 and that each programme will state its alignment to relevant external qualification and professional-registration frameworks. We have introduced a standard curriculum-mapping approach that documents the ratio of theory to practice per module and year, identifies workplace and simulated learning opportunities, and records the professional or qualification frameworks to which each programme maps. The outputs are maintained in programme evidence packs and will be provided to EEC on request.

Programme Planning

[EEC Comment: How to show explicit mixing of theory and practice from Year 1 onwards.](#)

Each programme of study's curriculum, is designed to ensure that there is a balance

When designing a programme of study for a specific programme, the Academic Committee, Stakeholders, Industry partners, Academic staff and Student Union planners consider the overall purpose of the qualification, the graduate profile, and the learning outcomes expected at each level of the programme, ensuring they align with national qualification frameworks and industry needs; they also account for the level and duration of the programme, for example, the depth and complexity required in a 4-year bachelor's degree versus a 2-year diploma, while meeting accreditation standards, structuring content progression from foundational to advanced topics, balancing theory and practical components, determining assessment methods, ensuring adequate credit allocation, and integrating resources, staffing, and stakeholder input to create a coherent and academically rigorous curriculum.

EEC Comment: How to state which external qualification or professional-registration frameworks each programme meets.

Each programme document will include a concise statement of external alignment, naming the national qualification framework level and any professional or statutory bodies to which the programme leads, or which have been consulted in its design. Where full professional registration is available on graduation, the document will state the awarding or recognition body, any conditions or pathways for registration, and the evidence that demonstrates compliance.

Organisation of Teaching

Intercollege will strengthen the organisation of teaching/learning spaces for interactive and group-based learning, staff–student communication and feedback. The college has taken concrete steps with national authorities and partner institutions to remove visa-related barriers that prevent international students from undertaking long-term Erasmus or equivalent placements.

EEC Comment: Equip classrooms and labs for interactive and group-based learning.

Intercollege will upgrade classrooms and specialist labs to support active, collaborative and technology-supported learning. Upgrades will include interactive displays or projectors in teaching rooms, flexible and movable furniture in core seminar and studio spaces, and integrated polling and collaborative software in the learning environment. Priority will be given to classrooms used by vocational and practice-based courses.

EEC Comment: Publish minimum service standards for staff–student communication and feedback, then monitor compliance.

Intercollege will update and apply a minimum service standard covering staff–student communication and feedback in the Academic Handbooks. These standards will define expected response times, feedback turnaround for summative and formative assessment, modes of communication, and escalation routes. Compliance will be monitored through LMS logs,

appraisal records and a quarterly compliance report prepared by the Quality Assurance Committee.

EEC Comment: Resolve visa issues so international students can join long-term Erasmus or equivalent placements without penalty.

Intercollege is working with national authorities, partner institutions and placement hosts to remove visa-related barriers that prevent international students from undertaking Erasmus or equivalent long-term placements. The College has introduced clear visa-support processes, contingency arrangements so students are not academically or financially penalized for administrative delays, and virtual mobility options where travel is not possible. The Admissions Office will lead liaison with the competent authorities and maintain evidence of agreed procedures and correspondence.

5. Teaching Staff

Intercollege recognizes the value of a stable complement of full-time academic staff. Full-time colleagues provide continuity and availability for students and programme development, and they hold core responsibilities that require sustained commitment, including curriculum design, assessment moderation, academic leadership and quality assurance. They are more readily accessible for student advising and mentoring, contribute to institutional governance through committee service and long-term initiatives, and help ensure consistent delivery and academic standards across programmes.

Intercollege delivers specialized, niche programmes that often require practitioners with professional or technical qualifications, for example medical doctors, ship engineers and masters, and specialist gastronomy professionals. We are mindful of the proportionality requirements set by EEC and are committed to meeting those standards. To reduce reliance on part-time staff, we will implement a targeted recruitment and staffing plan to create additional permanent posts where justified by enrolment, curriculum needs and strategic priorities. While recruitment is

under way, interim safeguards will be applied, including reduced teaching loads for at-risk posts, formal mentoring arrangements, and enhanced oversight by external examiners.

At the same time, Intercollege will revise its promotion and appraisal frameworks to place demonstrable teaching quality at the centre of career progression and, where relevant, to recognize applied research and practice-based outputs. Promotion criteria will require documented evidence of teaching performance, curriculum impact and, where applicable, research or practice contributions, ensuring transparent and merit-based advancement.

6. Research

Intercollege is focused on strengthening research as an integral component of academic life. The college will foster a research culture that connects scholarship to curriculum currency and applied practice, introduce targeted incentives to support research activity, establish a dedicated unit to promote external funding and publication visibility, and embed research outputs and successful grant awards within staff appraisal and promotion processes. These measures will be implemented through the Academic Committee and Quality Assurance Committee.

EEC Comment: Foster a research culture that is integral to academic work.

Intercollege maintains a Research and Publication Policy (RPP) that sets research priorities, defines expected contributions to teaching and programme quality, and describes mechanisms for knowledge exchange with industry and community partners. The RPP specifies the scope of eligible research and publication types, eligibility criteria for support, the range of available incentives, and the procedures for monitoring and periodic review.

Incentives such as workload relief, seed funding, travel and publication support, and merit awards are provided to accelerate the development of research capacity and to embed scholarship into everyday academic practice. These measures are intended to: increase the quantity and quality of peer-reviewed outputs; translate research into curriculum enhancements and workplace-relevant learning; strengthen the College's ability to secure external grants and

partnership funding; raise the institution's scholarly profile and visibility; and support staff career development and retention. Incentives are governed by transparent criteria and reporting requirements to ensure they deliver measurable benefits for students, programmes and external stakeholders.

EEC Comment: Improve incentive schemes: workload relief, seed funding, and performance bonuses.

Intercollege maintains a Research and Publication Policy (RPP) that sets research priorities, defines expected contributions to teaching and programme quality, and describes mechanisms for knowledge exchange with industry and community partners. The RPP specifies the scope of eligible research and publication types, eligibility criteria for support, the range of available incentives, and the procedures for monitoring and periodic review.

Incentives such as workload relief, seed funding, travel and publication support, and merit awards are provided to accelerate the development of research capacity and to embed scholarship into everyday academic practice. These measures are intended to: increase the quantity and quality of peer-reviewed outputs; translate research into curriculum enhancements and workplace-relevant learning; strengthen the College's ability to secure external grants and partnership funding; raise the institution's scholarly profile and visibility; and support staff career development and retention. Incentives are governed by transparent criteria and reporting requirements to ensure they deliver measurable benefits for students, programmes and external stakeholders.

EEC Comment: Create a unit or task force to scan EU calls, support consortium entry, and boost publication visibility.

Intercollege cooperates with the University of Nicosia's Training Development Unit (TDU) as its research development unit or short-term task force which has increased Intercollege's success in securing external (especially EU) funding, raised publication visibility, and strengthened consortium partnerships by providing systematic funding intelligence, bid-writing and

administrative support, and editorial/visibility services; which has reduced the administrative burden on academic staff, accelerated research capacity building through funding and workload relief, converts pilot work into scalable projects that enhance curriculum and student opportunities, and delivers measurable returns in grant income, publications and partnership activity tracked by clear KPIs.

EEC Comment: Treat publications and successful grant bids as formal performance indicators.

Intercollege will formally include peer-reviewed publications and externally funded grant awards as recognized performance indicators within staff appraisal and promotion processes, using discipline-appropriate criteria, transparent evidence requirements and proportionate weighting alongside teaching and service. Staff will present a concise research-output record and a short impact statement in annual appraisal, panels will assess quality and relevance rather than raw counts, and successful grant bids will carry specified benefits such as workload relief, seed-funding eligibility and positive consideration in promotion decisions; the framework will account for role profiles and career stage, recognize practice-based and applied outputs, provide clear guidance on acceptable evidence, and be backed by targeted development support to ensure research expectations are achievable and aligned with institutional priorities.

7. Resources

Intercollege will invest in modern teaching and laboratory technology, expand recreational infrastructure to enhance campus life, and support student-run clubs and societies through light, transparent funding and promotion. These investments will improve the quality of teaching and learning, strengthen student wellbeing and engagement, and increase community-facing activity. Implementation will be phased based on a facilities audit and the College capital plan.

EEC Comment: Invest in modern classroom and laboratory technology.

Intercollege provides modern, fit-for-purpose teaching facilities and specialist laboratories both on its campuses and through shared access arrangements with the University of Nicosia, ensuring students benefit from an extensive range of facilities. Classrooms are fitted with interactive

displays, robust AV-conferencing kits and flexible furniture to support collaborative, hybrid and active-learning pedagogies. Specialist labs (industry-standard culinary kitchens, professional aesthetics and wellness studios, maritime simulation and engineering workshops, hospitality training suites and technical labs) give students practical, workplace-relevant experience using current equipment and software. All facilities are covered by a scheduled maintenance and inspection programme, supported by dedicated IT and estates teams and staff training to maximize pedagogical use, safety and regulatory compliance. Timetabled and drop-in access, regular user feedback and utilization monitoring ensure upgrades are prioritized so learning environments remain current and aligned with industry standards.

EEC Comment: Add recreational infrastructure to enrich campus life.

Intercollege is enhancing recreational infrastructure to foster a vibrant campus community, convert underused spaces into student rest/social areas, and create attractive outdoor seating and social zones that support informal learning, wellbeing and extracurricular activity. Classrooms will be bookable and equipped for meetings, rehearsals and small events, while multipurpose areas will offer study bays, informal collaboration areas and refreshment points; outdoor areas will include sheltered seating, lighting and low-maintenance landscaping to enable year-round use.

EEC Comment: Encourage and lightly fund student-run clubs and societies.

Intercollege will establish a structured program to encourage and lightly fund student-run clubs and societies, beginning with a small Student Activity Fund to provide micro-grants, central promotional support and simple governance guidance; clubs will be required to register with Student Services, appoint elected officers and a faculty sponsor, and submit a brief event plan and post-event report to ensure transparency and safety. The College will offer training for club officers on event management, safeguarding and inclusive practice, help on publicity channels to promote activities to the wider community, and allocate modest recurring funds for community-facing events; activity, attendance and impact will be monitored through short reports to the College Council.