



Doc. 300.2.2

Institution Response (Institutional Evaluation)

Date: 28/11/2025

- Higher Education Institution: Cyprus College
- Town: Nicosia
- Institution Status: Currently Operating

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

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.2.1) must justify whether actions have been taken in improving the quality of the Institution in each assessment area.*
- *In particular, in the section building facilities, student welfare services, infrastructure, the HEI must respond on the comments and scoring of the EEC.*
- *Under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.2.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

BUILDING FACILITIES - STUDENT WELFARE SERVICES - INFRASTRUCTURE

1. Building facilities

1.1 Plans and licenses

Institution's answer

We would like to thank the committee for its constructive comments in the context of the institutional accreditation of Cyprus College Nicosia.

No areas of improvement or recommendations for better situation is identified in this subsection.

1.2 Other facilities

EEC comment=In summary, the facilities designated for Cyprus College Nicosia's operations are in excellent condition. The site provides adequate parking facilities, including designated spaces for individuals with disabilities and features wheelchair-accessible ramps throughout the building.

Institution's answer

No areas of improvement or recommendations for better situation is identified in this subsection.

2. Student welfare services

Institution's answer

No areas of improvement or recommendations for better situation is identified in this subsection.

3. Infrastructure

Institution's answer

No areas of improvement or recommendations for better situation is identified in this subsection.

1. Institution's Academic Profile and Orientation

Sub-Areas

1.1 Mission and strategic planning

Areas of improvement and recommendations

- The EEC recommends reconsidering the mission statement in terms of the characteristics of an institution for vocational higher education.
- The college states they want to remain a “leading” institution. Since there are no clear goals with related Key Performance Indicators (KPI), the EEC wonders what this means and how this can be realized.
- The strategy to implement the mission could be enriched with clear steps and goals. At this stage, the ‘methodology’ being proposed is not defined in an operational way. During the presentation of October 8th, the strategy was discussed, but only general aims were described, rather than clear actions.
- Could the institution be clearer about the involvement of stakeholders in the mission development process and the strategic developments?
- The EEC recommends defining a set of Key Performance Indicators (KPI) that are aligned with the mission and goals of the College. Such KPI could build on some information already available in the self-evaluation; see e.g., the success rate % reported on p.191.
- The above seems key in terms of the teaching related mission. In this context the EEC observes – yet - no clear teaching philosophy that is expected to be adopted by all teachers, while respecting their autonomy and subject specialisation. Nevertheless, the EEC observed during the site-visit that staff and coordinators adopted key concepts to talk about the teaching approach; such as building on reality problems, presenting topics on the base of real life examples, bringing experts from the field in the classroom to contribute.
- The EEC wonders – even after meeting with coordinators and teachers – what the coherence is between the different programmes being offered. In the discussions some ingredients of such coherence have been detected; e.g., shared courses with shared perspectives, such as related to entrepreneurship subjects.
- At this stage the EEC could not clearly link operational goals – to be derived from the mission – to the actual design of the programmes.
- The third mission statement about the ‘important’ focus on research – as indicated above – attracted the attention of the EEC, and raised some concerns, since the emphasis on knowledge creation and research did not clearly reappear in the institution’s strategic planning approach. As will be indicated below, the EEC found links to research implementation strategies in view of supporting staff to be involved in research and when pursuing higher degrees (p.71). The research policy developed from p.98 on is very ambitious and raises questions about feasibility in the context of the main mission of the institution and its size (e.g.,

number of permanent staff). In addition, the EEC recommends reflecting on the type of research that could fit the nature of the organization and its scale. Some preliminary ideas can also be found in the application (see p.99). During the site-visit this was discussed and the EEC observed how especially “publications” were seen as KPI for research. The question remains whether this is the kind of research that fits the profile of the College.

- The EEC therefore recommends that the College continues its efforts to adopt a realistic and coherent institutional research policy, translated into a comprehensive research programme that goes beyond the - acknowledged - individual initiatives of staff members. Such a programmatic approach could also strengthen curriculum development by actively engaging students in related research activities. The EEC recommends looking to other colleges (especially abroad) as to how they develop fitting research activities.

- The EEC emphasizes the need to develop Artificial Intelligence related regulations. These could be defined in a negative way (in case of abuse) and a positive way (new teaching and learning opportunities).

- Though the EEC fully respects the autonomy of the Nicosia branch of Cyprus College, it is strange that there is no collaboration with the Limassol branch in terms of sharing resources, the development of programmes and orientating research. This is in particular striking given their shared affiliation with the Galileo partner organization. Building on the resources of the European University is - on the other hand – clearly present in the daily practices of the College.

Institution's answer

We would like to thank the committee for its constructive comments.

Point 1

We believe that our four-pillar mission statement (Educational, Personnel & Research, Service to the Society, Student Body), fully applies for an institution of vocational higher education. This clearly unfolds in the College's detailed Business Plan (see ATTACHED BUSINESS PLAN).

Point 2

The Mission Statement has been revised to include general and specific goals, strategies and specific, measurable KPIs for each pillar of the mission statement (SEE ATTACHED BUSINESS PLAN, pages 11-24).

Point 3+5

The College's Business Plan, specifically the Mission Statement has been revised to include and enrich strategies with clear steps and goals and KPIs to implement the mission (SEE ATTACHED BUSINESS PLAN, pages 11-24). KPIs are now aligned with goals and strategies for each pillar of the mission.

Point 4

During the strategic planning of the college, stakeholders specifically, students, teaching personnel and professionals are involved. For example, during the environmental scanning, they provide information on parameters such as the college profile, competition, financial conditions, financial incentives to students, facilities, partners etc all of which inject the SWOT analysis. All these affect the college's mission, positioning, target population, targets and strategies. (SEE ATTACHED BUSINESS PLAN, pages 3-10)

Point 6

The College's positioning included in the «Business Plan» (ATTACHED), page 10 is now revised to specify and explain that teaching quality is expanded and ensured through a teaching philosophy based on problem solving, emphasis on practice, the inclusion of professionals/experts from the industry and generally a philosophy where students will be more active in the classroom. Positioning will be adopted by all teachers.

Point 7

Regarding coherence between programs, this is detected in many ways. Firstly, all programs and vocational in nature, of course it is important to say that programs have a different background so not all things are the same. Secondly, all programs are designed in such a way to include general education core, in other words courses that are more general in nature and from there on they include specialization courses. Therefore, a few courses are common between programs. For example, the Business, Internet Marketing, Computer Technician and Office Administration programs include a common English course whereas, for Aesthetics and Electrical Technicians, English is more specialized because these two programs have a more technical terminology. In the same sense all programs have a similar basic computer course. Thirdly, almost all programs, specifically Aesthetics, Office Administration, Internet Marketing, Business and Electrical Technicians have an internship course which connects students with the actual market.

Point 8

Operational goals are linked to the design of different programmes because all courses are designed as part of each program and each program in turn implements the mission of the institution, basically it satisfies all pillars of the mission as this unfolds in the Business Plan.

Point 9

The research policy in page 98 of the 200.2 Institutional Application quotes a part of the College's "Research Policy" which explains that Cyprus College is primarily a teaching institution of higher learning. However, the College views research as an additional important function, which stems from the awareness of a responsibility to contribute to the expansion of knowledge and understanding. It, therefore, encourages and promotes research and scholarship among the Teaching Personnel and the students and also supports, in any possible way, other forms of research. This is exactly why research is one of the pillars of our Mission. As the policy states, the College focuses on both fundamental and applied research and wherever possible the commercial application or exploitation of the research results.

It seems ambitious but practically things are simpler and realistic in the context of the College's mission.

Research policy at the institution has been recently formed. Until recently the research activity in the institution was not very developed. Specifically, only one member of the teaching personnel was actively involved in research. In 2017-2018 the college has established a research policy and at the same time has put in place a research committee. The research committee has already offered research seminars to teaching personnel in which the personnel was informed about the research policy, regulations and procedures. In recent years, based on both the college's quality policy and research policy, as well as the activation of the research committee, we have gradually developed a research culture at the same time as we have made serious steps in terms of faculty involvement in research. As a college, we promote and support the participation of faculty in research.

It is true that based on the College's profile, research should not only be limited to academic one but should be extended in other forms that could be more practical in nature and focus on solving real life problems. Therefore, strategies and KPIs for the "Personnel and Research Pillar" of the College's mission (see pages 20-22 of the Business Plan) have been revised to include not only publications but also other forms of research that the academic staff could engage. For example, there are members of the staff who engage in applied research, like political research that deals with real life problems (political in this case).

As it is now, "Personnel and Research Pillar" is the 2nd pillar of the mission statement and appears in the institutions strategic planning.

Point 10

With the establishment of the "research committee" a few years back, a huge effort has been made firstly to create a research culture and secondly to encourage teaching personnel to engage in research. The effort of course will continue with the aim to establish the right mind set regarding the importance of research for more of our members. Please have in mind that a few years ago, none of the full-time teaching personnel was engaging in research, whereas currently out of 6 full time members, 3 members, all of them teach on a degree level, engage in research doing at least one publication every year. Regarding incentives a few years back the "research committee" offered to the members who wanted to engage in research, 2 additional office hours per week, something that proved to be very helpful. In addition, based on our "Research Policy", a strong incentive to engage has been the "teaching hour reduction" which was used by members of the teaching staff in the past.

Our efforts will continue and to that will try to actively engage students in the related research activities. Strategies and KPIs for the "Personnel and Research Pillar" of the College's mission, pages 21+22 of the Business Plan, have been revised to include motives for students to engage in research.

Point 11

Artificial Intelligence guidelines are developed (SEE ATTACHED CC GUIDELINES FOR THE USE OF GENERATIVE AI IN TEACHING AND LEARNING)

Point 12

Even though the two campuses are indeed autonomous, Nicosia and Limassol, have always been in close collaboration and have been sharing or exchanging practices or development of programs. For example, most of the procedures we use are the same, and many programs that operate are exactly or almost the same, like for example the Degree in Aesthetics and the Computer & Network Technician. In addition, the online evaluation of the Aesthetics degree was done simultaneously for the two campuses in 2021, something that shows the connection between the two campuses.

1.2 Connecting with society

Areas of improvement and recommendations

Despite the EEC's positive appreciation of this set of quality indicators, there are areas for improvement.

- Given the critical importance of engaging with society to attract students, the EEC wonders what distinguishes the College's programmes. Could the coordinators and the institution be clearer about the advantages, unique selling point ... of studying in this college? Consultation with the external stakeholders resulted in some observations that could help the College to (re)define its unique position, e.g., practical approach to business studies; innovative techniques and trends; advanced teaching technologies; students are "market-ready".
- The EEC recommends collecting more evidence about the actual input of external stakeholders in the programme design and development. Indicators of this were observed during the site-visit.
- The EEC did not read much detailed input from the College as to its active collaborations and engagement with the labor market and professional organizations during the design, evaluation and implementation of the programmes and the implementation of research and innovation activities (examples, projects, plans, contracts...). The external stakeholders seem to have ideas as input for programme upgrading, upscaling, redefining ... They emphasized to add more real-life experiences during the actual training phase in 16 the College. During the discussion with external stakeholders clear examples could be collected about input from them that inspired the (re)design of programmes (Aesthetics, Business Management, Cyber Security, AI, ...).
- The impact on society is not described in terms of KPI; this could be done in terms of teaching outcomes (e.g., per cent of successful graduating students; per cent of students staying in the job linked to their initial training), society impact (changes in society processes, collaborations ...) and research and innovation (solving business problems, contributing to local policy development ...).
- Moreover, how does the College guarantee its positive impact on society? The College could enrich this section in relation to its contribution to society in terms of

e.g., economic impact. A nice example was given during the site-visit about GDPR. Companies expressed interest for this seminar. The EEC asks to level up this kind of initiatives and redefine this quality criterion in terms of this additional aspect.

Institution's answer

Point 1

The College's unique selling point as this is indicated in the Business Plan (ATTACHED page 10), is that our...

"competitive advantage should be the offering of quality and quality can be multifaceted and include various areas. It should include personal service from the moment an interested person shows his/her initial interest in the College but also during his/her studies, even after graduation. It should also include the quality of facilities, teachers, teaching and in general all the services provided at the College.

As far as teaching is concerned, quality is extended and ensured through a philosophy based on problem solving/addressing, emphasis on practice, the inclusion of professionals from industry and in general a philosophy where students will be more active in the classroom".

Points 2 & 3

During the design and development, evaluation and improvement but also during the implementation of the programmes, all stakeholders, external and internal, provide their input.

Firstly, the College has recently designed a procedure that assists in the design and development of a program. The Program Evaluation Review (PER - ATTACHED) encourages excellence in academic programs by aligning teaching and learning, curriculum, and other academic processes and activities with the mission of individual programs. The process is an essential part of CC's continued effort to ensure that its mission is met through the delivery of its programs, that CC programs of study comply, on institutional level, with Standards and Guidelines in the European Higher Education Area, and that CC programs' structure, content and delivery mode meet stakeholders' expectations and needs. The procedure clearly explains how all stakeholders, both internal and external, are involved.

It is expected that each Program implements the PER procedure and prepares the PER report every five (5) years, before the program re- accreditation. However, the Program Committee can initiate a PER procedure even earlier by suggesting documented needed program changes. A PER procedure is implemented also during the design of a new program.

The PER report needs to be approved by the Internal Quality Committee. Possible changes/improvements are then adopted and implemented by the program coordinator and submitted during the program re-accreditation procedure at the CY.Q.A.A.

Secondly, the "quality assurance policy" (ATTACHED) and in particular procedure 1-g.1 states that at the end of each academic year each coordinator has a special meeting with all stakeholders (students, instructors, industry experts) who provide input on their programs. Coordinator completes a short report on actions that have taken place during the year, gaps

observed and ways to improve a program. The form of the report/sub form to be used for the program improvement is attached (SUB FORM). In addition, a recent example of a sub-form is also attached (SUBFORM_1) which shows how the procedure is utilized and clear examples of input the coordinator received from all stakeholders, external and internal. Please note that a coordinator's meetings are not limited to one, since under procedure 1-g.10 of the quality assurance policy, the coordinator has regular meetings with his staff.

Thirdly, we submit 5 memorandums of understanding (attached) which prove the active collaboration and engagement with the labor market and professional organizations.

Point 4

The Business Plan is revised (ATTACHED page 23) to specifically show that “impact to the society” will be specifically measured in terms of KPIs as follows:

- the number of events held each year
- the number of speeches, lectures, seminars held each year
- number of collaborations with organizations
- percentage of graduates who find employment within 6 months after graduation

The above indicators will be submitted in the 3-year “internal evaluation report” submitted to DIPAE.

Point 5

The positive impact to the society is guaranteed by the “*social impact*” created in the society when the previously mentioned actions are accomplished. During the “internal evaluation report” submitted to DIPAE for the years 2022-2024, the College indicated that it took part in 17 events, 31 speeches or seminars and 16 collaborations with organizations. Out of the 17 events, 10 of those were participation in face-painting events with organizations like ΠΑΣΥΚΑΦ or kindergardens in which Aesthetic students offered services to children or other students.

An important event took place on 19, 20 & 21 December 2022 when the Aesthetics Department of Cyprus College Nicosia successfully organized the 1st Charity Beauty Week. The students offered the public services such as facials, relaxing body massage, manicures and pedicures at very low prices. All proceeds from the event were donated to the Lions Cosmopolitan Club for the purchase of an ophthalmological machine for the Lazy Eye examination in children up to 6 years old. In another example, in May 2022, Office Administration students took part in a lecture about “Health and Safety in the Workplace”.

Therefore, through our interventions the “*social impact*” is guaranteed.

Of course, we can enrich our impact by focusing our initiatives to the elderly instead only children and students, therefore will level up our initiatives. Specifically, the Aesthetics programs will plan to visit nursing homes to offer services.

1.3 Development processes

Areas of improvement and recommendations

- Selection criteria of staff have been defined; but the criteria seem very generic and do not seem to mirror teaching at the College level in view of professional programmes. The EEC observed that no clear teaching philosophy has been defined in an explicit way; this means that the screening of staff qualifications is also not geared to the nature of working and teaching in this College. During the site-visit some ideas were put forward that could become the ingredients of such explicit definition of a teaching philosophy, e.g., problem-based learning, the emphasis on practice, including external parties in the teaching from companies, businesses ... This could be a promising avenue to develop related quality assurance angles, to direct professional development, to inspire the hiring and selection policy.
- Though professional development of staff seems a central objective of the institution, it is not clear whether the institution has developed a baseline and benchmarks that could define priorities in staff development in view of a teaching philosophy that is shared among all stakeholders. The EEC recommends first to invest in EU staff mobility programs (exclusively geared to staff). Next, the EEC recommends looking for a systematic professional development approach.
- The focus on recruiting 'high-level students' is less clear from the documentation. The institution seems to be aware about this shortcoming.
- The focus on international students remains limited. The institution is - in the documentation - less clear about related plans (e.g., English language programmes). During the site-visit it became clear that no plans are currently foreseen to develop English language programmes. The College makes decisions based on labour market demands.
 - In terms of budget, the EEC recommends exploring additional (inter)national funding avenues that align with the institutional mission; especially when it comes to links with society and the labour market and the focus on innovation. EU funding is available to foster such connections that seem geared to the professional orientation of the College.
- Looking at the emphasis on professional development (PD), the EEC only observes a baseline in attention paid to this topic, but not a strong institutional directive to develop a programmatic view towards professional development (see e.g., p.137). Given the mission statement about e.g., a focus on labour market and society needs, professional development could be stronger addressed in this section.

Institution's answer

Point 1

The College's positioning included in the «Business Plan» (ATTACHED), page 10 is now revised to add, that teaching quality is expanded and ensured through a teaching philosophy based on problem solving, emphasis on practice, the

inclusion of professionals from industry and generally a philosophy where students will be more active in the classroom. This will inspire and assist in the hiring process and add on the quality assurance as those who will be hired will be selected based on this philosophy.

In addition, the revised strategies and KPIs for the “Personnel & Research” pillar make the selection criteria more specific. As they note, there will be strict control over the recruitment of teaching staff, as well as continuous training, so that they possess proven qualifications for teaching and research. This will be measured firstly through a demo lecture process before personnel selection that will be based on specific measurable criteria. Secondly, through the number of staff meetings/training seminars per year aimed at training and informing about the teaching philosophy.

Point 4

Academic programs are delivered exclusively in the Greek language, ensuring accessibility and relevance for local students. Consequently, the College’s core focus is on serving the Cypriot and most recently the Greek population. Therefore, there are no plans, at the moment, to introduce English speaking programs or to penetrate in the international market.

Point 5

The college will of course explore additional funding avenues that may be helpful in satisfying the college’s mission. Funding opportunities are considered very important for Cyprus College as they provide financial resources for training activities and research actions to strengthen College’s objectives (quality in education, innovative research, community services, and broaden students’ network). Funding may be obtained from available calls for proposals under European Programs (such as, ERASMUS+, HORIZON etc) and National programs (such as funding from the Cyprus Research Innovation Foundation). Funding will increase international and local cooperation to enhance opportunities for innovative training actions and promote better employability for Cyprus College Students. It will also foster the development of strategic partnerships among other European colleges from different European countries to develop innovative projects and exchange best practices.

Points 6 & 2

The 2nd pillar of the mission statement, “Personnel and Research Purpose” of the «Business Plan» (ATTACHED), specifically page 13 which refers to the general and specific goals and pages 20-22 which refer to strategies and KPIs, is revised to add and link objectives with professional development. It is now specified in the objectives that all permanent faculty members could advance/promoted to one of the ranks listed in the College’s PROMOTION PRODEDURES (ATTACHED) according to academic qualifications and professional work experience. A major requirement for promotion from one rank to another is excellence in teaching, research and service to the Community, and sustained commitment and dedication to the College. The College’s mission, (education, research, service to the society), as it is now provides an institutional directive towards professional development.

In this content, professional development is now in line with the College’s teaching philosophy, based on which quality is extended and ensured through a philosophy based on problem solving/addressing, emphasis on practice, the inclusion of professionals from industry and in general a philosophy where students will be more active in the classroom. Based on this, the College will invest in staff mobility programs. Cyprus College offers its academic and administrative staff the opportunity to participate in Teaching and Training Mobility activities within the framework of the Erasmus+ Programme. These mobility opportunities enable staff members to undertake teaching assignments at partner institutions or participate in training activities at another higher education institution (HEI) or relevant organization abroad. Once approved for implementation by the Committee on International Relations, Programs, and

Mobility, these activities are carried out under the Erasmus+ Programme, which is co-funded by the European Commission. The primary objectives of these mobility opportunities are to promote professional development, foster international collaboration, and strengthen the academic and administrative capacities of the participating institutions.

Point 3

Regarding student recruiting, college internal regulations specify that the requirements for applicants is to have completed a secondary (high) school education or twelve years of schooling to be considered for admission. However, Cyprus College recognizes a strong academic performance at high school level for college level success. When making an admissions decision, the College applicants with a solid high school record receive high school scholarships, which are awarded to candidates with an average grade of 15 or above on their High School Leaving Certificate.

2. Quality Assurance

Sub-Areas

2.1 System and quality assurance strategy

In overall, the EEC is satisfied with the Quality Assurance Strategy. We express some doubt on the research orientation of the College and, in particular, on the way it is defined in the mission statement and the strategy plan of the college and how it ties with the rest of the academic activities (i.e., teaching, staff promotion and hiring etc) of the College.

Institution's answer

No areas of improvement or recommendations for better situation is identified in this subsection. The research orientation of the College is discussed in the following section.

2.2 Ensuring quality for the programmes of study

Areas of improvement and recommendations

The EEC believes that both the mission statement and the strategy plan of the college fail to clearly define how research is incorporated in the academic activities of the College (i.e., teaching, hiring of academic staff etc.) (see section on research below). The Council of the College has to make provisions so that the quality assurance system adequately covers all the functions and sectors of the Institution's research activities.

The Erasmus+ programme is not fully capitalised.

The EEC urges the College to set measurable KPIs for the three academic pillars of quality assurance policy (teaching, research, society). This will enable the Internal Quality Assurance Committee to monitor whether quality standards have been met, examine the successful implementation of quality assurance policies and observe whether there is any improvement through the years.

Institution's answer

Point 1

Objectives, Strategies and KPIs for the "Personnel and Research" pillar of the Mission statement of the Business Plan (SEE ATTACHED BUSINESS PLAN pages 13, 20, 21, 22) have been revised to define how research is now clearly incorporated in the academic activities of the College, teaching and hiring of academic staff. It is now specified in the objectives and strategies that all permanent faculty members could advance/promoted in one of the ranks listed in the College's promotion procedures. To be promoted a faculty member needs to

show substantial evidence of high competency in teaching, research and professional work experience (see ATTACHED PROMOTION PROCEDURES). In addition, there will be strict control over the recruitment of teaching staff, as well as continuous training, so that they possess proven qualifications to engage in research and teaching. Specific incentives will be given through the annual budget and through the Research Policy so that teaching staff can participate in conferences, in research (academic, applied or other), publish work, participate in professional organizations and incorporate research results into the teaching process. Where possible students will be also motivated to engage in the research process.

Point 2

Since 2016, Cyprus College Nicosia has participated in the Erasmus+ programme as part of an accredited consortium. Both students and faculty members have engaged in mobility activities in various European countries, including the Netherlands, Poland, Lithuania, and Greece. Cyprus College has so far participated in 15 mobilities since 2016 (SEE ATTACHED SUMMARY OF MOBILITIES).

A recent mobility activity was conducted in Crete during April–May 2025, involving nine students and two instructors. In addition, three students participated in a long-term Erasmus Pro mobility in Heraklion, Crete, spanning June/July to September/October 2025. In September 17-19, 2025, faculty members, Despo Iordanos, Andri Andreou, Pavlina Efthymiou, have participated in the 3rd Natural Cosmetics International Meeting that was held in the Center for International Education in Kielnarowa/Rzeszów Poland, through the Staff Mobility scheme of the Erasmus+ Program.

The College will invest more in the upcoming years in staff mobility programs. Cyprus College offers its academic and administrative staff the opportunity to participate in Teaching and Training Mobility activities within the framework of the Erasmus+ Programme. These mobility opportunities enable staff members to undertake teaching assignments at partner institutions or participate in training activities at another higher education institution (HEI) or relevant organization abroad. Once approved for implementation by the Committee on International Relations, Programs, and Mobility, these activities are carried out under the Erasmus+ Programme, which is co-funded by the European Commission. The primary objectives of these mobility opportunities are to promote professional development, foster international collaboration, and strengthen the academic and administrative capacities of the participating institutions.

Point 3

All three pillars of the mission statement (Educational Purpose, Research purpose, Service to the Society) have been revised to include specific and measurable KPIs as suggested by the EEC. (SEE ATTACHED BUSINESS PLAN PAGES 16-24)

3. Administration

Areas of improvement and recommendations

- Although the administrative framework is efficient, the level of student participation in decision making bodies could be further strengthened to enhance inclusiveness and shared governance.
- The Institution could benefit from implementing additional training and professional development opportunities for administrative staff, focusing on digital administration, quality assurance systems, and data management.
- There is potential to develop a more systematic internal feedback mechanism, such as regular surveys for students and staff, to evaluate satisfaction and identify areas for administrative improvement.
- Formalisation and documentation of certain internal procedures particularly regarding the dissemination and monitoring of decisions would contribute to greater institutional consistency.
- The College could explore closer collaboration and exchange of best practices with the Limassol campus and other affiliated institutions under the same educational group, promoting greater synergy in governance and operational processes.
- Establishing a structured process for periodic internal reviews of administrative efficiency would further support continuous improvement and quality enhancement.
- The College is encouraged to continue strengthening its culture of transparency and accountability by integrating modern management tools that facilitate communication and data driven decision making.

Institution's answer

Point 1

Currently, three students participate in all college committees as student representatives (ATTACHED INTERNAL QUALITY COMMITTEE 2025-2026). This strengthens the voice of students and allows for their participation in decisions. The college will make sure that at least one of them will always be present in each meeting so that student participation is strengthened.

Part 2

Training and professional development for administrative staff is always an important aspect. The College aims at providing its people with opportunities to advance, or take more active roles. The college is committed to supporting the professional growth of its employees through a variety of training and development activities, both internal and external. Here is an overview of the available opportunities:

1. Internal Training

- Internal trainers are selected if someone within the college has the necessary skills to deliver training on a specific subject.
- The trainer prepares the program material and coordinates with the HR Department for scheduling and logistics.
- The HR Department manages the administration, including dates, venue, and equipment, and informs all interested parties.

2. External Training

- External trainers are chosen when the subject matter cannot be addressed internally or when there is a sufficient number of employees requiring training.
- The HR Department collects all relevant information and handles the administrative details.
- Employees may also attend open training programs or short training courses on an individual basis, subject to approval and budget constraints.

3. Open Training Programs

- Staff or their directors can search for relevant training seminars.

In this content, in the summer of 2024 all administrative and academic personnel went through an intensive internal training on the new “Classter” system that was officially launched in Fall 2024. As a result of this a member of the Administrative personnel, Maria Kleovoulou, took a more active role in handling the Classter system. Furthermore, in March 2025, all administrative personnel took part in an external interactive training workshop in cooperation with our training partners [interFRONTIERS](#) with the title “Empowering Greatness with our People”.

Point 3

The college puts in place a “student satisfaction survey” (SEE ATTACHED). This will be an internal survey that will be conducted every March in which students will evaluate a total of 10 indicators with the aim to identify areas for administrative improvement. In particular, the indicators will concern the establishment of the organization, general satisfaction with experience, pride, willingness to pursue studies, academic level, level of instructors, level of academic counsellors, satisfaction with facilities, satisfaction with administrative services and satisfaction with tuition fees. Throughout the survey, positive aspects as well as any loopholes for each program will be identified separately. Based on the results steps will be taken to resolve the various gaps.

Point 4

Cyprus College has a structure process in place regarding the documentation and dissemination of decisions. Currently there are 5 committees in place at Cyprus College Nicosia. All committees established by the Director are for the purpose of obtaining to a maximum degree the advice and counsel of staff, students and other.

- Academic - concerned with academic matters
- Administrative - concerned with administrative matters
- Disciplinary - promotes compliance with the rules and regulations of the College and examines and resolves cases of disciplinary nature involving members of the College community (personnel and/or students)
- Internal Quality - concerned with quality matters on an ongoing basis
- Research - concerned with research matters on an ongoing basis

So depending on the issue, the relevant committee meets, minutes of the meeting are taken and then the minutes are sent to all relevant persons for information.

Point 5

The two campuses, Nicosia and Limassol, have always been in close collaboration and have been exchanging practices. For example, many of the procedures we use are the same, and many programs that operate are exactly the same, like for example the “Degree in Aesthetics” and the “Computer and Network Technician”. Of course the two campuses will explore even closer collaboration and exchange of best practices.

Point 6

Periodic internal reviews for administrative efficiency are very important. Cyprus College has a structure process in place. Staff performance appraisal is based upon staff self-evaluation. Every staff member undergoes an evaluation twice a year (mid-year and end-year review). The procedure allows for a continuous monitoring of tasks and for continuous improvement.

- At the beginning of each academic year every staff member prepares an MBO form on which he/she outlines the year's objectives
- Form is approved by the director and then each member posts the form on the Workday (HR system)
- During mid-year review staff posts comments on the MBOs and during end-year staff posts final comments along with rating on how effective they were on executing their obligations
- Director sets a meeting and discuss with each member
- Once comments are finalized they are approved

Point 7

The College will of course continue to use modern management tools that strengthen its culture of transparency and accountability. At the same time, please have in mind that such management tools are currently in place, like Classter (student information system), Salesforce, Workday (HR system), Blackboard and Intranet. All facilitate to a great extent communication, decision making and student support.

4. Learning and Teaching

Sub-Areas

4.1 Planning the programmes of study

Areas of improvement and recommendations

- The EEC does not find sufficient evidence in the current application to understand the high self-evaluation scores of the institution. This applies to most criteria in this section.
- The information provided states that “The suggestion for creating a new program first goes from the coordinator or an interested party to the college director.” (see p.88). Further - in the documentation - the EEC did not find a clear approach to the design and development of ‘programmes’.
- The involvement of internal and external stakeholders in the design of new programmes is hardly described in the documentation.
- The same applies to the evaluation and revision of the programmes. Information seems mostly to be based on the reference to the role and responsibilities of the internal quality committee.
- The EEC recommends being very clear about the balance between theory and practice. The professional orientation of the programmes requires the development of competencies that have immediate relevance for the job market. During the discussions on October 8th, the EEC learned that the actual balance is 50%-50%. This fact could be made more explicit and presented as an asset of the programmes. Nevertheless, the EEC recommends the institution to move beyond practice being seen as part of the final stage of the programme (see internships); practice could be a key ingredient from the first year.
- In addition, students put forward ideas to make available more labs to practice the theoretical part of courses. Examples were related to the Aesthetic courses, but also business administration students were interested.
- Lastly, we link this remark to the internal quality approach: what criteria drive the evaluation of teaching materials, evaluation, available teaching and learning infrastructure etc. It would be interesting to learn what the institution expects about the ‘instructor’ (see p.39-40) when evaluating them.
- The EEC applauds that attention is paid to a student assessment system in the application document (see p.36), but this seems limited to the shared grading approach. During the on-site visit, additional information popped up. For instance, courses seem to be linked to a portfolio of students. This is a strong indicator of the professional orientation of the programme and could be made explicit at institutional level.

Institution’s answer

Points 1,2,3,4

Based on our Quality Assurance Policy, Procedure 1-d, the College has recently designed a procedure that assists in the monitoring and reviewing but also in the design and development of a program.

The Program Evaluation Review (PER – see ATTACHED) encourages excellence in academic programs by aligning teaching and learning, curriculum, and other academic processes and activities with the mission of individual programs. The process is an essential part of CC's continued effort to ensure that its mission is met through the delivery of its programs and that CC programs' structure, content and delivery mode meet stakeholders' expectations and needs. The procedure clearly explains how all stakeholders, both internal and external, are involved. It is expected that each Program implements the PER procedure and prepares the PER report every five (5) years, before the program re- accreditation. However, the Program Committee can initiate a PER procedure even earlier by suggesting documented needed program changes. A PER procedure is implemented also during the design of a new program. The PER report needs to be approved by the Internal Quality Committee. Possible changes/improvements are then adopted and implemented by the program coordinator and submitted during the program re-accreditation procedure at the CY.Q.A.A.

Based on this we have an effective system for designing, approving, monitoring and reviewing programs, in which all stakeholders, internal and external, are involved.

Points 5+6

We would like to thank the committee for its constructive comment.

We need to clarify that the balance between theory and practise is not always 50-50 and that proportions are defined in program accreditations based on the suggestions of the EEC. The balance is regulated accordingly based on the program, whether a course is more practical in nature and of course the year of study. However, we indeed believe that the degree of practice in each program and its combination with theory, prepares students and creates competencies relevant to the job market. It is noted that practise as well as the use of labs, is not limited to the final stage of programs, for example in internships, but for most programs it is indeed a key ingredient in the first year. This exists for Electrical Technicians, Computer Technicians, Aesthetics, Internet Marketing and Office Administration (SEE ATTACHED COURSE DISTRIBUTIONS). All programs have practical courses in their first year as well as use labs quite extensively.

We inform the committee that this is presented as an asset for all programs during the promotional periods. The college will recommend for more practice in the first year of each program during program re-accreditations.

Point 7

Through the Instructor's evaluation process, which is conducted electronically during each academic semester, students present views and suggestions for quality assurance. During the evaluation some of the indicators that are evaluated are the following:

- Whether the course is taught in a clear/interesting way
- Whether the instructor enjoys teaching the course
- Whether the instructor is prepared for each class

- Whether the instructor uses a variety of teaching methods
- Whether the instructor uses adequate teaching aids
- Whether the instructor gives examples in class
- Whether the instructor encourages discussion
- Whether the instructor uses technology in teaching
- Whether the instructor is available to support students
- Instructors' major strengths

An example of an evaluation is ATTACHED

Points 8

We would like to thank the committee for its constructive comment.

4.2 Organisation of teaching

Areas of improvement and recommendations

The EEC applauds the strong emphasis on giving feedback to students. However, the EEC does not see how the College defines feedback and puts forward quality criteria. The EEC assumes that the feedback being discussed is limited to final assessment feedback; this is somewhat strange given the international trend to continuous assessment and feedback and the emphasis on student centered teaching and learning. We refer to the application (p.62 and beyond), where feedback is hardly addressed and the focus on communication takes away the attention to be paid to this key instructional feature in higher education.

Institution's answer

Giving feedback to students and in general good communication is indeed an area we give special attention to and which is not limited to final assessment feedback. Actually, student support is the 4th pillar of our Mission (see ATTACHED Business Plan, page 3 and pages 15 and 24).

Cyprus College defines "feedback" as continuous "student support" during which students can ask and receive support. The college challenges and supports students in order to facilitate the development of their intellectual, emotional, recreational and career growth. Student support attempts to help students in coping with various problems of a personal, emotional and/or interpersonal nature that may constitute obstacles to their adjustment to College, their academic success, and personal growth. Student support is provided under a 5 pillar umbrella:

- Academic Advice
- Committee for Students with Special Educational Needs (Ε.Φ.Ε.Ε.Α.)
- Center of Applied Psychology and Personal Development (KEPSYPA)
- Advising Center
- Office of Student Affairs
 - Student Life and Activities
 - Housing Services
 - Career Center
 - Alumni Association

Academic advise begins during the admission procedure during which a student advisor provides the necessary assistance. Advise continues with the program coordinator who guides students, provides counselling and solves problems they face on academic issues and helps them adapt to their new environment with the ultimate goal of making their studies smoother. The coordinator provides sufficient feedback to students as to the college regulations

and procedures (grading system, appeals, withdrawal, academic ethics, complaints and many others). All teaching personnel is also always available in predetermined office hours during which students have plenty of time to receive feedback from their instructors.

The College's Committee for Students with Special Needs (EFEEA), provides academic accommodations and/or support to all registered students, whereas KEPSYPA was established to provide psychological services.

The Advising/Mentoring & Student Support Center provides students with academic advising/mentoring which is central to providing quality services.

Office of student affairs offers support and assistance to students in areas such as housing, career guidance services, seminars, student clubs, preparing events.

So students can get feedback in all faces of their studies.

Student support and in general giving feedback to students will be sufficiently measured during the "internal satisfaction survey" as explained earlier in page 16, Section 3 - Administration, Point 3, in which all areas of student support will be evaluated. As explained, this will be an internal survey that will be conducted every March in which students will evaluate a total of 10 indicators. In particular, the indicators will concern the establishment of the organization, general satisfaction with experience, pride, willingness to pursue studies, academic level, level of instructors, level of academic counsellors, satisfaction with facilities, satisfaction with administrative services and satisfaction with tuition fees.

5. Teaching Staff

Areas of improvement and recommendations

The balance between permanent and temporary staff is critical in some programmes with often one full time staff having to support, manage, follow up 10 to 21 staff members.

The large number of non-permanent staff to be supported by full time staff in some programmes questions the way permanent staff has been prepared to carry out this job.

The question can be linked to the observation (see p.71) that the programme coordinator seems responsible for screening new teaching candidates: “The Program Coordinator evaluates the candidate’s performance based on ten criteria: general introduction, knowledge of material, material organization, time management, vocal qualities, non-verbal language, class participation, lecture aids, questioning techniques, and overall impression.” Does this sufficiently mirror an institutional approach to the teaching philosophy for candidates?

The criterion about staff qualifications can also be linked to the priorities put forward in relation to professional development of staff in relation to the teaching and learning competencies. The EEC observed a sole focus on individual teachers’ needs instead of a shared policy that starts from a baseline study or benchmarks.

Overall, it is hardly clear whether – when looking at teacher qualifications – teaching staff adopts a shared educational philosophy that influences teaching (e.g., instructional strategies, evaluation approaches and learning (expected student activities and engagement). This remark also arises from the very abstract mission statement that hardly addresses the unique and/or specific teaching and learning experience that is pursued by the institution

Institution’s answer

Points 1+2

We kindly wish to make a correction to a EEC finding appeared in the in page31 of the report about the number of non-permanent staff for which it seems to be a misunderstanding. The numbers that are given for each program are way bigger than the actual non-permanent staff actually teaching in a program in each semester (the EEC gives the following numbers: 10 for Office, 47 for Aesthetics, 14 for Internet Marketing, 12 for Electrical Technician, 21 for Business and 18 for Computer and Network Technician). These numbers refer to the total number of instructors we have on our database that have taught in the program throughout the years. Based on the reports we submit every semester to the Ministry of Education, in Spring 2025 in the Aesthetics program we had 3 full time and 14 non-permanent staff teaching on the program, in Office Administration 2 full time and 4 non-permanent staff, in Internet Marketing 2 full time and 6 non-permanent staff, in Business 2 full time and 7 non-permanent staff, in Electrical Technician 2 full time and 4 non-permanent staff and in Computer and Network Technician 2 full time and 7 non-permanent staff. Pretty much the same goes for Fall 2025 and in general for all semesters.

Regarding the balance between permanent and temporary staff we agree that is indeed critical, please note that a full time staff supports and manages a reasonable number of staff members (ratio between full time and non-permanent staff by semester). Based on the above numbers of Spring 2025 (SEE ATTACHED TEACHING STAFF QUALIFICATIONS)

the ratio is as follows: for office administration=1:2, Internet Marketing=1:3, Business=1:3.5, Electrical Technician=1:2, Computer Technician=1:3.5 and Aesthetics=1:4.5.

Furthermore, we would like to note that most temporary staff have only a specific number of classes to teach so this does not affect the way permanent staff is prepared. Permanent staff, by contract has 15 or 18 hours of teaching, plus 6 or 9 hours of office hours depending if they do research work. So the workload of the temporary staff does not in any way affect the work load of the permanent staff.

Points 3,4,5

As we have explained to the EEC, Cyprus College has a specific procedure in place for selecting faculty:

«Teaching personnel vacancies established by the College upon recommendation of the Director of the College, the Program Coordinator of each program of study and the support and approval of the Department of Human Resources. Teaching vacancies are announced c/o the Department of Human resources in daily Press, College Webpage and/or scholarly publications.

The HR department receives all job applications electronically acknowledging receipt through an email sent to all applicants. All applications are carefully examined and forwarded to the College's Director for further processing. The applicants who satisfy the minimum required qualifications are invited to conduct a demo lecture before the Program coordinator and at least another teaching personnel member. The Program Coordinator and teaching personnel evaluate the Candidate's performance in terms of ten criteria, i.e. general introduction, knowledge of material, organization of material, time management, voice qualities, non-verbal language, class involvement, lecture aids, questioning techniques and overall impression.

Following the demonstration lecture the Program Coordinator submits to the Director of the College all job applications, together with completed "Demonstration Lecture Evaluation" forms for those who were interviewed. These forms contain details about each candidate concerning the performance evaluation in the demonstration lecture, the candidate's comments after the lecture, and comments on the interview of the candidate by the Program Coordinator and teaching personnel with their final recommendations. After the Director of the College determines that all procedural guidelines were properly followed, and after interviewing the candidate who fulfils the requirements and is/are recommended by the Program Coordinator and teaching personnel, he/she then forwards all documents to the Human Resources department that will finalize the process through the job offer preparation and negotiation with the successful candidate».

So the program coordinator does not screen new candidates on his/her own. On the other hand, we believe that the program coordinator along with the teaching personnel, are more competent to decide on the personnel to be hired since they are experts in their field, after all the final decision lies on the Director who interviews the final candidate. The demo lecture offers a way for the program coordinator and other teaching personnel to see whether a candidate has the College's teaching philosophy. After the candidate is hired will go through briefings and discussions with the program coordinator and director to assimilate the philosophy that the College wants to impart.

As mentioned in a previous section, the mission statement and specifically the "Personnel and Research Purpose" pillar is modified to include specific objectives, strategies and KPIs (Business Plan page 13, 20,21 and 22) that explain that specialized teaching staff with proven capabilities for quality teaching and development will be hired and that there is a staff development plan in place of which development will be an integral element. As noticed in the Business Plan, there will be strict control over the recruitment of teaching staff, as well as continuous training, so that newly hired teaching staff will possess proven qualifications with this be measured in the KPIs (page 21). For example, one way by which this will be measured is by the number of staff meetings aimed at training and informing about quality

teaching (based on problem solving/addressing, emphasis on practice, inclusion of professionals from industry and generally a philosophy where students will be more active in the classroom). This links the staff qualifications and the staff development plan directly with the College's teaching philosophy/experience as this appears in the revised College's positioning included in the «Business Plan» page 10. Through this we will make sure that teaching staff will adopt a shared educational philosophy that will influence all aspects of teaching.

6. Research

Areas of improvement and recommendations

Although structural conditions (as described as strength above) are in place on paper, they need to be brought to life.

First, a change of the mind-set of academic staff might be necessary to establish an identity based on the understanding that research is an integral and inseparable part of scientific work.

Second, incentives provided by the College should be reconsidered to enhance the willingness of staff to engage in research.

Third, the College should establish a process (probably together with the European University) to continuously scan calls by the EU in the field of research (HORIZON and other places) with a view to participate as members (and later as leaders) of research consortia.

Forth, a pre-condition for the participation in research consortia is academic visibility by publications in the fields of competence of the College. Therefore, publication output should be considered to become one of the performance indicators for academic staff.

Institution's answer

Points 1+2

It is true that with the establishment of the “research committee” a few years back, a huge effort has been made firstly to create a research culture and secondly to encourage teaching personnel to engage in research. We have made a significant progress in this direction, something that we have noted in our “Internal Evaluations” that we submitted in the agency the last years. Specifically in the General Report of Internal Evaluation submitted in November of 2018 one of the points that needed revision and improvement was research (below we submit the exact point).

- Θα πρέπει να αναπτυχθεί η έρευνα στα μέλη του διδακτικού προσωπικού. Με την ενεργοποίηση της επιτροπής έρευνας μέλη του διδακτικού προσωπικού, ιδιαίτερα αυτά που διδάσκουν σε πτυχιακό επίπεδο, έχουν ήδη αρχίσει να εμπλέκονται σε έρευνα.

In the next report that was submitted in January of 2022 among the achievements was indeed the progress made (below we submit the exact point).

- Τα τελευταία χρόνια, με βάσει και την πολιτική ποιότητας αλλά και την πολιτική έρευνας του κολεγίου, αλλά και με την ενεργοποίηση της επιτροπής έρευνας, έχουμε αναπτύξει σταδιακά κουλτούρα έρευνας την ίδια ώρα που έχουμε κάνει σοβαρά βήματα σε ότι αφορά την εμπλοκή των διδασκόντων σε έρευνα. Ως κολέγιο προωθούμε και υποστηρίζουμε τη συμμετοχή του διδακτικού προσωπικού σε έρευνα.

The effort will continue with the aim to establish the right mind set regarding the importance of research for more of our members. It is important to note that academic staff members who teach in Diplomas are more reluctant to engage in research, after all research on 2-year diplomas is not something required from the agency.

A few years ago, none of the full-time teaching personnel was engaging in research, whereas currently out of 6 full time members, 3 members, all of them teach on a degree level, engage in research doing at least one publication every year. Regarding incentives a few years back the “research committee” offered to the members who wanted to engage in research, 2 additional office hours for research purposes, something that proved to be very helpful. In addition, based on our “Research Policy”, a strong incentive to engage has been the “teaching hour reduction” which was used by members of the teaching staff in the past.

Point 3

We kindly inform the EEC, that for funding opportunities for research projects there is a process in place based on which we follow the administration procedures of the “Research Office”. Therefore, we always consult the «Research Office” of the organization for possible calls for applications to European and National funding programs (e.g., Horizon, Erasmus, etc.) related to the College's actions (see below the corresponding section of Cyprus College Research Policy).

5. Rules Governing External Research Programmes

5.1 Suggested procedure for submitting and implementing a funded research project

The following rules apply for externally funded research projects:

5.1.1 Submission of research proposals:

Teaching and research personnel that are interested in submitting a proposal or participate in a proposal for ANY kind of externally funded research project (commercial, consultancy, RPF, European etc) should consult and get the approval of the College Research Office. The formal procedures developed by the Research Office pertaining to the development of a research proposal and to participation in a research project should be followed in all cases. Given that in all research and consulting application forms a budget also needs to be prepared, the budget will be developed in collaboration with the Research Office, sharing their expertise with the teaching and research personnel and advising them accordingly about the cost models and cost categories used in each case. This procedure should make sure that the proposal satisfies all the necessary criteria of the particular research call.

The final approval for financial and administrative issues of proposals or projects will be signed by the legal representative of the College.

Point 4

As suggested by the EEC, KPIs for the “Personnel and Research Pillar” of the College’s mission (see page 22 of the Business Plan) have been revised to include number of publications per year as one of the performance indicators for academic staff.

7. Resources

Areas of improvement and recommendations

The College's laboratory infrastructure was noted to be on par with expectations for quality education, providing technological support for both teaching and learning. However, the EEC acknowledges the lack of investments in modern educational technology, such as interactive blackboard screens, which enhance the experience of teaching and learning. The proposed investment in cutting-edge infrastructure will arguably demonstrate the College's commitment to providing a high-quality educational environment.

The EEC encourages the College to motivate more students to participate in extra curriculum activities, such as student clubs, organisations and societies. This can significantly enhance the student experience, promoting physical and mental well-being, fostering a sense of community, and supporting a more balanced student life. These amenities can also strengthen the College's appeal and improve student retention and satisfaction while reinforcing its commitment to holistic education.

Institution's answer

Point 1

The college will include interactive blackboard screens in the next budget as according to our mission, we are committed to providing a high quality educational environment and a continues upgrade of technology systems.

Point 2

We thank the committee for its constructive recommendation as we agree that this enhances the student experience and fosters a sense of community.

The college has already taken 3 immediate measures to motivate more students to participate in extra curriculum activities such as student clubs, based on the EEC recommendation. Firstly, the college has already sent an email to all students informing them about the existence of clubs and urging them to participate (see email below). Secondly all coordinators have directly spoken with their students in class about the matter. Thirdly, a student affairs officer, specifically Mrs Angela Georgiadou, has entered all classes and presented to students the options they have as to the extra curriculum activities along with their advantages.

B. Conclusions and Final Remarks

More emphasis could be given to establishing some form of coherent teaching philosophy among internal and external academic staff, e.g. by establishing more horizontal teaching topics for all programmes, such as training in communication skills, to mention one example that has been discussed (probably as elective subject).

It is therefore reassuring that the initial evaluative stance towards the assessment criteria - developed on the base of the documentation - changed positively during to the on-site visit. The EEC therefore hopes that the College will interpret the numerous recommendations set out in this report as a means of further developing its policy plans and their implementation and monitoring.

Institution's answer

Point 1

As mentioned earlier in the report, a coherent teaching philosophy has been already adopted among all teaching staff. KPIs for the "Personnel and Research Pillar" have been revised to include a number of staff meetings and educational seminars per year (page 21 of the Business Plan) aiming at training and informing about quality teaching techniques and practices among the academic staff (based on problem solving/addressing, emphasis on practice, inclusion of professionals from industry and generally a philosophy where students will be more active in the classroom).

Point 2

We would like to thank once more the committee for its constructive comments in the context of the institutional accreditation of Cyprus College Nicosia. The College has already interpreted and adopted the numerous recommendations set out in the report.

D. Higher Education Institution Academic Representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr Nasios Orinos	Director	
Fullname	Position	
Fullname	Position	
Fullname	Position	
Fullname	Position	
Fullname	Position	

Date: 28/11/2025

