



Doc. 300.2.1

External Evaluation Report (Institutional)

Date: Date

- **Higher Education Institution:** Intercollege Nicosia
- **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. Introduction

The External Evaluation Committee (EEC) visited the premises of the Intercollege in Nicosia on the 10th of October 2025. Prior to the visit we were supplied documentation for the External Evaluation process, outlining, among others, the Intercollege's academic profile and orientation, quality assurance policies and procedures, administration channels, teaching practices, research policies, and resources and infrastructure.

Throughout the day, the EEC had the opportunity to meet with all relevant parties, starting with Mr. Patsalides Kyriacos (Director of Academic Affairs), and the members of the Internal Evaluation Committee. The EEC also met with the coordinators of all programmes of study offered by the Intercollege and with members of the faculty teaching staff of various disciplines who assisted in the presentation of the academic aspects of the Intercollege.

The EEC emphasizes that the person-to-person meetings were crucial to collect critical information that helped to develop a concrete picture about the Intercollege. Given the often-abstract nature of the preparatory documents, the meetings helped adding real life examples and specifications about procedures and organizational approaches.

Presentations throughout the various sessions summarized key elements of the Intercollege and the programmes of study and expanded on some core areas. Additional material was made available upon request by the EEC. Documentation was thorough and very helpful in enabling us to understand the Intercollege's academic profile and structure, its management and the wider context.

Furthermore, the EEC talked to a group of undergraduate students and alumnis, and members of the administrative personnel.

The EEC was also given a tour around the Intercollege's premises. More specifically, we were toured to the teaching areas and computer labs. Again, this was helpful in allowing us to better assess the infrastructure of the Intercollege (and the University of Nicosia) and its offerings to the student population.

Every effort was made to help the EEC during the onsite visit, and everyone seemed very flexible to accommodate their programme to the needs of the EEC.

The EEC's impression of the submitted material is that it conforms to the assessment requirements stated by the agency and contains the desired documentation and information, and it acknowledges all the efforts that have gone into the production and presentation of the material.

B. External Evaluation Committee (EEC)

Name	Position	University
Josef Trappel	Chair	U of Salzburg
Dimitrios Kousenidis	Member	U of Thessaloniki
Martin Valcke	Member	U of Ghent
Michalis Trypiniotis	Building Infrastructure	University
Kleanthis Pissarides	Student welfare	University
Christoforos Prokopiou	Student member	U of Cyprus

C. Building Facilities - Student Welfare Services - Infrastructure

1. Building facilities

1.1 Plans and licenses

Choose Yes or No depending on the existence of the following documents.

1. Building facilities			
1.1 Plans and licenses			Yes / No
1.1.1	The following should be copies from the original building permit. On the copies, there should be a visible official stamp of approval from the respective authorities.		
	1.1.1.1	A topographical plan, which displays in a clear manner the extent of the development.	Yes
	1.1.1.2	A general site plan, which marks the building facilities, allocated parking spaces (for students, academic and teaching personnel, visitors and disabled individuals), sports premises and outdoor areas.	Yes
1.1.2	An operating license issued by the Local Authorities		Yes
1.1.3	The following operating license certificates, duly completed:		
	1.1.3.1	Visual Inspection Form E.O.E. 102	Yes
	1.1.3.2	Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.Σ.E.K 103	Yes
	1.1.3.3	Inspection Certificate Form 104	Yes
	1.1.3.4	Fire Safety Certificate, issued by the Fire Department	Yes and No
1.1.3.5	Certificate for Adequate Electrical and Mechanical Installations, issued by the Electromechanical Department	Yes	

Intercollege operates with several buildings most of which are shared with the University of Nicosia, as both institutions belong to the same group. The college has submitted information about the buildings it uses, noting it occupies only portions of some buildings. The buildings submitted to CYQAA for evaluation are the Central Building, Library Building Research and Technology Building and Europa Building. All buildings have been issued Final Approval Certificates and authorisation from the relevant local authority, confirming full compliance with official planning regulations. The current condition of the facilities demonstrates continued adherence to these requirements.

In summary:

- Forms 102, 103, and 104 have been completed and submitted for all buildings.
- Fire department certificates are currently being renewed and have been submitted for all buildings except the Library Building.
- Certificates for mechanical and electrical installations and services submitted for all buildings.
- Gas certificates have been issued with minor comments and deficiencies, which the college is currently addressing.
- Lift certificates have been submitted for all buildings.

Below are comments for each building individually.

Central Building

- Completed and signed forms—Visual Inspection Form E.O.E 102, Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.Σ.E.K 103, and Inspection Certificate Form 104—were submitted in June 2025. The building inspections are consistent and meet the standards required by CYQAA. The building appears to be in very good condition and shows evidence of regular, appropriate maintenance.
- A Fire Department certificate dated 2022 has been submitted; however, it does not include an expiry date. Typically, such certificates are valid for three years. The college is aware of this and has arranged for the Fire Department to reinspect the building and reissue comments and a certificate. Official email request to the Fire Department has been submitted for confirmation. When available, this certificate should be submitted to CYQAA. During the facilities inspection, comprehensive fire safety provisions were observed, including smoke and heat detection systems and properly maintained fire extinguishers positioned throughout all areas. Emergency exits are unobstructed, and clearly visible fire exit signage is displayed throughout the premises. Exit doors provide access to safe, open spaces, and evacuation plans are prominently posted in communal areas.
- Certification for mechanical and electrical equipment has been provided by the Department of Electrical and Mechanical Services. Although this certificate dates from 2019, no modifications have been made to the installations, so the certificate remains valid. The college maintains a regular maintenance programme and employs qualified engineers to oversee infrastructure. Should any major intervention be required, the Department of Electrical and Mechanical Services should be engaged to conduct necessary inspections and reissue certification. The visual inspection revealed no significant concerns or notable changes to the current infrastructure. Furthermore, an independent mechanical engineering company has issued a certificate for the annual checks for the mechanical installations and equipment conducted in 2025. The same applies to electrical

installation by an appropriate and competent electrician. Furthermore, annual check certificates for the emergency systems such as fire alarm systems and fire extinguisher services have been provided.

- Central building contains on-site gas facilities. An inspection was conducted in May 2025, resulting in a certificate with comments and recommendations. The certificate specifies that a reinspection must be carried out by August 2025, following the rectification of identified issues. The independent gas expert's May assessment concluded that the gas installation may continue operating in the interim however, the identified issues require remedial action. The college has confirmed that corrective measures are underway, and upon completion of the repairs, a reinspection will be scheduled to obtain an updated certificate. The new certificate should be submitted to CYQAA once it becomes available.
- A valid certificate for the lift have been submitted.

The Central Building is in very good condition, provides adequate parking facilities, including designated spaces for individuals with disabilities, and features wheelchair-accessible ramps throughout the building.

Library Building

- Completed and signed forms—Visual Inspection Form E.O.E 102, Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.Σ.E.K 103, and Inspection Certificate Form 104—were submitted in June 2025. The building inspections are consistent and meet the standards required by CYQAA. The building appears to be in very good condition and shows evidence of regular, appropriate maintenance.
- No fire department fire certificate is available however the college and has arranged for the Fire Department to reinspect the building and reissue comments and a certificate. Official email request to the Fire Department has been submitted for confirmation. When available, this certificate should be submitted to CYQAA. During the facilities inspection, comprehensive fire safety provisions were observed, including smoke and heat detection systems and properly maintained fire extinguishers positioned throughout all areas. Emergency exits are unobstructed, and clearly visible fire exit signage is displayed throughout the premises. Exit doors provide access to safe, open spaces, and evacuation plans are prominently posted in communal areas.
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visual inspection revealed no significant concerns or notable changes to the current infrastructure. Furthermore, an independent mechanical engineering company has issued a certificate for the annual checks for the mechanical installations and equipment conducted in 2025. The same applies to electrical installation by an appropriate and competent electrician. Furthermore annual check certificates for the emergency systems such as fire alarm systems and fire extinguisher services have been provided.

- The building has no on-site gas facilities.
- The building has no lift.

The Library Building is in very good condition, provides adequate parking facilities, including designated spaces for individuals with disabilities, features a second entrance only for people with disabilities by a wheelchair-accessible ramp.

Europa Building

- Completed and signed forms—Visual Inspection Form E.O.E 102, Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.Σ.E.K 103, and Inspection Certificate Form 104—were submitted in June 2025. The building inspections are consistent and meet the standards required by CYQAA. The building appears to be in very good condition and shows evidence of regular, appropriate maintenance.
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- A valid certificate for the lift have been submitted.

The Europa Building is in very good condition, provides adequate parking facilities, including designated spaces for individuals with disabilities, and features wheelchair-accessible ramps throughout the building.

Research and Technology Building

- Completed and signed forms—Visual Inspection Form E.O.E 102, Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.Σ.E.K 103, and Inspection Certificate Form 104—were submitted in June 2025. The building inspections are consistent and meet the standards required by CYQAA. The building appears to be in very good condition and shows evidence of regular, appropriate maintenance.
- A Fire Department certificate dated 2025 has been submitted; however, it does not include an expiry date. Typically, such certificates are valid for three years. During the facilities inspection, comprehensive fire safety provisions were observed, including smoke and heat detection systems and properly maintained fire extinguishers positioned throughout all areas. Emergency exits are unobstructed, and clearly visible fire exit signage is displayed throughout the premises. Exit doors provide access to safe, open spaces, and evacuation plans are prominently posted in communal areas.
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- A valid certificate for the lift have been submitted.

The Research and Technology Building is in very good condition, provides adequate parking facilities, including designated spaces for individuals with disabilities, and features wheelchair-accessible ramps throughout the building.

1.2 Other Facilities

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

1. Building Facilities		
1.2 Other Facilities		Satisfactory - Poor - Unsatisfactory
1.2.1	Number of teaching rooms and their respective areas, capacity and the percentage of daily occupancy for all units	Satisfactory
1.2.2	Number of offices for teaching staff and their respective areas and capacity	Satisfactory
1.2.3	Number of laboratories and their respective areas and capacity	Satisfactory
1.2.4	Number of rooms/offices for directors/administrators and their respective areas and capacity	Satisfactory
1.2.5	Number of rooms/offices for administrative services and their respective areas and capacity	Satisfactory
1.2.6	Number of parking spaces designated for students	Satisfactory
1.2.7	Number of parking spaces designated for teaching staff	Satisfactory
1.2.8	Number of parking spaces designated for people with disabilities	Satisfactory
Click to add text		

2. Student Welfare Services

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

2. 2. Student Welfare Services		Satisfactory - Poor - Unsatisfactory
2.1	Special access for students with disabilities (PWD)	Satisfactory
2.2	Recreation areas	Satisfactory
2.3	Policy and statutes for academic student support	Satisfactory
2.4	Policy and statutes for financial student support	Satisfactory
2.5	Counselling services	Satisfactory
2.6	Career office	Satisfactory
2.7	Service linking the institution with business	Satisfactory
2.8	Mobility office	Satisfactory
2.9	Student clubs/organisations/associations	Satisfactory
2.10	Other services	Satisfactory

Intercollege is enjoying resources and facilities operated by the University of Nicosia. The students of Intercollege have full and equal access/privileges to those of the University of Nicosia. Relating to Student Welfare, the following have been noted:

1.Special access for students with disabilities:

The learning platforms used by Intercollege (Moodle and Portal) are fully accessible to students with disabilities, offering tools for easy access to students with vision and hearing impairments (e.g. adjustable display settings for text enlargement). Furthermore, all areas of the campus are physically accessible to students with disabilities. The College has policies in place to support the academic needs of students with disabilities and health conditions, ensuring equal access to educational resources and services.

2.Recreation areas:

Students have access to cafeterias, restaurants, gyms and other facilities designed to provide them with spaces to socialize, network and exercise. However, all this facilities are scattered throughout the main campus of University of Nicosia, and not in the Intercollege's main premise.

3. Policy and statutes for academic student support:

Intercollege has established policies for ensuring that students receive continuous academic guidance and support. These include:

- Lecturers/instructors, who offer a first line of support, as they are the ones closer to students. They will notify Programme Coordinators for individuals who face difficulties during their studies.
- Programme Coordinators, who offer guidance to all students registered for the specific programme. This is made feasible by the small number of students.
- Academic Affairs Office, offering assistance to all students from their registration up to their graduation, referring them to the appropriate department/person who could best support them based on the issue at hand.

Furthermore, Intercollege students have access to the Centre for Research and Counselling Services, operated by the University of Nicosia, enabling them to get free and timely advice and support.

4. Policy and statutes for financial student support:

Intercollege offers scholarships based on Academic Merit both to new-coming students (based on their high school results) and to existing students (50% scholarship if they get a GPA of 4.00, 20% scholarship if they get a GPA of 3.75 to 3.99, and 10% scholarship if they get a GPA of 3.50 to 3.74).

Furthermore, financial aid is available to students whose families are under financial or social difficulties, and to families with 3 or more children.

Intercollege also offer early settlement discounts, as well as discounts to alumni members, and to families which have more than one member studying at the college.

5. Counselling services:

In addition to the support provided by instructors, programme coordinators and the Academic Affairs Office, students have access to the Centre for Research and Counselling Services, which offers personalised psychological support to students facing personal challenges, including, amongst others:

- learning disabilities,
- stress and anxiety,
- adjusting issues,
- depression,
- psychosomatic issues,
- family and relationship issues.

Furthermore, the Centre for Research and Counselling Services evaluates and approves academic accommodations to students with:

- Learning Difficulties (e.g. Dyslexia)
- Attention Deficit Hyperactivity Disorder
- Hearing Impairment
- Vision Impairment
- Movement Disability

- Psychological disorders and Emotional Distress
- Health Problems

6. Career office:

The Career and Student Support Office, serving both Intercollege and the University of Nicosia, offers:

- Career Advising.
- Seminars on CV writing.
- Mock interviews.
- Soft skills development, through seminars and training for communication, teamwork, time management, emotional intelligence, etc.
- Career exhibitions and job fairs (e.g. the annual Career Day, which brings together students, alumni and potential employers).
- Partnership with local companies offering internships, informational talks and site visits.
- Online resources, to enhance access to job postings and career resources.

7. Service linking the institution with business

In addition to the resources offered by the Career Office, students are benefited by work placements that are part of the diplomas and degrees curriculum. This ensures that students exercise applied learning whilst establishing relationships with potential employers.

8. Mobility office:

Intercollege participates in the Erasmus+ programme. Under this programme, students are placed in businesses operating in other European countries for either a short-term (15 days) or long-term period (90 working days). The funding offered to students covers their travel, accommodation and subsistence cost. The mobility programme enables students to gain important experience and insights into their preferred field of study, under a structured and funded scheme.

It should be noted, however, that the long-term placements are not fully accessible by non-EU students due to student-visa issues which makes it very difficult to stay in another European country for a prolonged period of time.

9. Student clubs/organisations/associations:

Students can join a plethora of student clubs, designed to improve student life, promote networking, cultivate students' social skills and encourage social responsibility. Students of Intercollege can participate in all clubs offered by the University of Nicosia.

10. Other services:

Intercollege has set in place an Induction Day and Orientation Programmes, where new students are informed of all the available services they can enjoy during their studies, as well as all the resources available to them to both support and enhance their learning experience (e.g. Career Office, Student Clubs, Center for Research and Counselling Services, Erasmus+ opportunities).



Furthermore, students have full access to library resources available to the University of Nicosia. These include a library with more than 100.000 printed books as well as on-line databases, e-books (500.000) and e-journals (30.000).

Finally students have access to housing offered to all members of the University of Nicosia and Intercollege, which includes a number of properties both on and off campus. For students that are unable to secure university accommodation, the Accommodation Office provides assistance in finding housing from external sources.

3. Infrastructure

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

2. Infrastructure		Satisfactory - Poor - Unsatisfactory
3.1	Library	Satisfactory
3.2	Computers available for use by the students	Satisfactory
3.3	Technological support	Satisfactory
3.4	Technical support	Satisfactory
Click to add text		

D. Guidelines on content and structure of the report

1. Institution's Academic Profile and Orientation

(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

1.1 Mission and strategic planning

1.2 Connecting with society

1.3 Development processes

Quality indicators/criteria		
1. Institution's academic profile and orientation		
1.1 Mission and strategic planning		1 - 5
1.1.1	The Institution has formally adopted a mission statement, which is available to the public and easily accessible.	3
1.1.2	The Institution has developed its strategic planning aiming at fulfilling its mission.	3
1.1.3	The Institution's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	3
1.1.4	The offered programmes of study align with the aims and objectives of the Institution's development.	3
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Institution's development strategies.	3
1.1.6	In the Institution's development strategy, interested parties such as academics, students, graduates and other professional and scientific associations participate in the Institution's development strategy.	3
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Institution's academic development is adequate and effective.	3

Findings

- A generic mission statement is given on p.36 that emphasizes mainly the teaching responsibilities of Intercollege. But the aims linked to this mission are broader and include an impact on society and a focus on research.
- The strategic approach does present short term, middle term and long-term goals (see p.39-40). Comparing the new application with the former application from 2020, these goals are exactly the same. This is somewhat surprising given the statement on p. 37 that "Intercollege is a living educational institution operating in the vibrant but everchanging field of higher education." There has been no revision, and this is critical since student numbers do not seem to be at par with expectations and capacities.
During the site-visit the EEC learned that the Automotive programme will be

closed due to competition issues. This is an indicator that the mission statement can be and has to be rewritten given the changing environment. When hearing that the institution claims that “the strategy changes on a monthly base”, the EEC was somewhat surprised considering the dated nature of the document that still refers to the 2020 goals, and strategy.

- During the October 10th, the EEC heard that it is challenging to find high level students. This information is not in the documents.
- The mission statement of 2025 – being a copy of the 2020 mission statement – seems to neglect the changes in student numbers and to miss out on the fact there are nearly no students enrolled in the English language programmes and that there are no students enrolled in the Automotive Engineering programme (accredited in 2023).
- The methodology to develop the mission and strategic plan is based on the involvement of certain internal stakeholders. The EEC does hardly find information about the involvement of the broader academic community and other professional and scientific associations. During the presentation of October 10th, reference was continuously made to external stakeholder involvement. The EEC recognizes this but wished that this is described in a systematic way.
- The programme monitoring mechanisms mainly build on the involvement of directors and coordinators.
- The EEC did not find a data driven decision making cycle in the documentation that could drive the design of the Institution's academic development.
- The documentation emphasizes ad hoc informal meetings in view of strategic plan development.
- The EEC did not find a focus on Artificial Intelligence in the documentation that could be linked to periodical revisions of the institutional aims and strategies, revision actions, stakeholder involvement (teachers could e.g., mention how AI currently affect their teaching mission). However, during the discussions with stakeholders there was a keen interest to learn about this.

Strengths

- Intercollege can build on a partnership with the parent organization EDEX (Educational Excellence Corporation Ltd), resulting in a close collaboration with the University of Nicosia.
- Intercollege presents a long list of industry partners, in relation to each specific programme (p.23).
- Intercollege has a strong structural relationship with the Cyprus Ship Industry and is as such embedded within the Maritime Academy.

Areas of improvement and recommendations

- The EEC recommends developing a more refined mission statement that emphasizes at least the three basic missions statement put forward in higher education: teaching, research and service to society.
- The EEC asks the Intercollege to reflect on the goals that drive the strategic plan and whether they are indeed still the same as in 2020.
- The EEC asks the institution to start the mission statement from a state-of-the-art description of reality, e.g., the nature of students and the number of students.

- The evaluation of the mission related goals might be difficult to evaluate given the fact that no Key Performance Indicators have been put forward, e.g., expected graduation scores/grades, expected number of years before finding a job; expected number of active business collaborations; expected number of R&D projects with industry ...
- The EEC asks the institution to be clear about its data driven decision making cycle to direct the institution's further development.
- The EEC invites Intercollege to reconsider the emphasis on informal meetings to develop/monitor the strategic plan. The fact that the 2025 mission and plan is a copy of the 2020 plan and mission, might be linked to this reliance on informal decision making.
- Given that "research" involvement of staff is defined as one of the goals as derived from the mission statement, the EEC wonders what Intercollege defines as fitting research activities that could enrich the modus of operation of the College and the programmes. The EEC wonders whether a focus on publications/conferences (see p.51 and p.121) is the sole aim of research. What about co-creation research, collaborative research, industry-problem based research? This could be linked or infused to the curriculum and benefit the students, certainly the students in the bachelor programmes.
- The EEC emphasizes the need to develop Artificial Intelligence related regulations. These could be defined in a negative way (in case of abuse/plagiarism) and a positive way (new teaching and learning approaches). During the October 10th meetings, coordinators mentioned the potential impact of AI, demonstrating the need to develop an institution wide approach. The EEC also points at the Erasmus exchange opportunities to learn about this in other countries/institutions.
- During the presentation of October 10th, multiple references were made to external stakeholder involvement. The EEC recognizes this but recommends that this is described in a systematic and programmatic way. An example is related to the Ship Building Industry; another example is related to the hospitality industry. The EEC asks whether this could develop into structural partnerships and not ad hoc events that build on "a sudden phone call". This seems to be missing at this stage.

1.2 Connecting with society		1 - 5
1.2.1	The Institution has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	4
1.2.2	The Institution provides sufficient information to the public about its activities and offered programmes of study.	3
1.2.3	The Institution ensures that its operation and activities have a positive impact on society.	3
1.2.4	The Institution has an effective communication mechanism with its graduates.	4

Findings

- Only one of the three English language programmes attracts students (Culinary Arts diploma N 68; table 10). This finding could be related to the extent to which there is an adequate assessment of the needs of society and an adequate interaction with the public about its offer.
- The impact in society is defined in terms of Community Engagement Across Programmes, and College-Wide Involvement in the documentation. There is no list with concrete activities (in contrast with the 2020 application).
- The impact on society is not geared to an economic impact.
- The interaction with the public is through receptive online media.

Strengths

- There is a large number of industry partners that could be involved in needs analysis and validation of programme design, implementation and evaluation.

Areas of improvement and recommendations

- The EEC wonders whether the needs analysis has been adequate in view of setting up English language programmes.
- The same question can be raised in relation to the interaction and communication with society partners in view of the English language programmes. Was there a clear need for English language programmes? What did/do the industry partners say about this?
- A final question about the English language programmes is why the mission statement and strategic plan does not centre on these enrolment numbers since 2020? During the October 10th meeting, it became clear that the English language programmes have been accredited rather recently. This information was not in the documentation. This is an example of how the application/documentation could reflect in a better way the dynamic nature of the College landscape.
- The EEC recommends being more specific when using the words national/international students, since confusion arises when considering EU students not as 'international'.
- The EEC asks to be more explicit about the way industry partners are being consulted, involved in the design of the programmes.
- The EEC finds it strange that no concrete activities have been described in the most recent application that mirror a clear and operational orientation to society. This is striking given the long list that was provided in the 2020 application.
- The EEC recommends rethinking the 'impact on society' and to focus also on the potential economic impact, e.g., could innovative procedures strategies in certain knowledge domains (e.g., hospitality service) not influence actual hotel business?
- The EEC wonders whether interaction with society cannot be more impactful when it is "interactive" in nature: events on the campus for the public; involvement of the public in certain instructional activities (see culinary arts, aesthetics ...), etc. This could enrich the already active events set up in the culinary related programmes.

1.3 Development processes		1 - 5
1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach research and effectively carry out their work.	4
1.3.2	The Institution has a two-year growth budget that is consistent with its strategic planning.	4
1.3.3	Planning academic staff recruitment and their professional development is in line with the Institution's academic development plan.	3
1.3.4	The Institution applies an effective strategy of attracting students/ high-level students from Cyprus.	4
1.3.5	The Institution applies an effective strategy to attract high-level students from abroad.	3
1.3.6	The funding processes for the operation of the Institution and the continuous improvement of the quality of its programmes of study are adequate and transparent.	4

Findings

- A recruitment and selection procedure is in place that is run by a Faculty Selection Committee (FSC).
- The budget is clear about a growth perspective that allows for investments (see annex 13).
- A peer review system is established as part of the quality assurance system to support newly hired staff (see p.61).
- An Academic Ranking and Promotion Committee (ARPC) is responsible for the promotion of staff. A clear faculty track system is in place (p.50)
- Professional development opportunities are available and seem dependent on the individual staff member's actions. Staff seems aware of the Erasmus programme related mobility schemes that could enhance their professional development.
- The documentation does not include a definition of what "Teaching Excellence" is (see p.51). We don't find related Key Performance Indicators (KPI) that could help developing a baseline in competence mastery of staff.
- Students with a high CPA in high school receive scholarships.
- The EEC did not find specific strategies to attract high level international students or English language students.

Strengths

- The EEC applauds that the Faculty Selection Committee (FSC) could also include an external member.

- The scholarships help to attract students with high CPA scores.
- The EEC applauds the adoption of staff self-reflection and classroom observations (peer review) as part of the quality assurance processes (see p.76).

Areas of improvement and recommendations

- The EEC recommends that the inclusion of an external member in the Faculty Selection Committee (FSC) is not optional, but standard.
- The EEC recommends developing a 'baseline' as to the teaching qualifications of the staff and to develop a plan that could drive the professional development of staff at the level of the programme/college. Developing the baseline requires an explicit definition of key performance indicators and a bench marking exercise.
- Professional development can also build on sharing experiences and/or setting up co-creation sessions to tackle Intercollege problems among staff. The EEC observed a keen interest in joining such regular sessions. One session could e.g., be geared to dealing with AI in the way they teach and assess.
- In relation to the former recommendation, the EEC recommends developing a clear **teaching philosophy** that could build on field trips, involvement of experts from the field ... that fits all subject specialisations and is shared by the teachers when, developing their courses. Such a philosophy could help defining the role of external stakeholders in the courses, the way practical work is embedded in the course (beyond the focus on internships); examples could be based on project- or problem-based learning, peer assessment during the two-by-two activities, design-based teaching, co-creation sessions, portfolio assessment, design-based learning, etc. Such philosophy could be a driving mechanism that starts from the mission, and the institutional strategy to influence staff recruitment, professional development and quality assurance.
- The EEC could collect ingredients of such philosophy during the site visit of October 10th; e.g., flipped classroom approach, experiential learning, focus on real life problems, field trips, expert involvement. But at this stage these are generic labels and not described in operational terms that result in specific instructional design decisions, such as innovative ways for assessment and evaluation, innovative learning space design, involvement of new types of teaching staff and experts. The EEC sees potential in the competences of Intercollege staff to develop such a philosophy in the short term. This seems in line with the institutional strategic objectives as presented during the on-site meetings. The EEC observed how the teaching staff is really willing to be involved in exercises to think about "the future" of Intercollege and to develop such a philosophy.
- The former introduces a question about KPI that could drive the quality assurance cycles. On p.75, reference is made to "Policies and Processes for Quality Assurance and Oversight of the Learning Process", but no clear criteria are presented that guide this process.
- The expected number of new students is N 150; this is far less than the current number of students enrolled in the first year (N 243) and neglects the fact that there are no students in two programmes (see table 10).

This number also neglects the nature of the new students: 50 international students is far below the actual number.

Extra Information:

- Expected number of Cypriot and international students:
 - 100 Cypriot students
 - 50 international students
- Countries of origin of non-EU-students and number of students from each country:
 - Lebanon (1)
 - India (44)
 - Pakistan (26)
 - Bangladesh (1)
 - Ukraine (2)

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

Sub-Area	<i>Non-compliant / Partially Compliant / Compliant</i>
1.1 Mission and strategic planning	Partially Compliant
1.2 Connecting with society	Compliant
1.3 Development processes	Compliant

2. Quality Assurance

(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas

2.1 System and Quality Assurance Strategy

2.2 Ensuring quality for the programmes of study

Quality Indicators/Criteria		
2. Quality Assurance		
2.1 System and Quality Assurance Strategy		1 - 5
2.1.1	The Institution has a policy for quality assurance that is made public and forms part of its strategic management.	4
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	4
2.1.3	The Institution's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	5
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Institution's activities:	
2.1.4.1	The teaching and learning	3
2.1.4.2	Research	2
2.1.4.3	The connection with society	4
2.1.4.4	Management and support services	4
2.1.5	The quality assurance system promotes a culture of quality.	4
2.1.6	The Institution consistently applies pre-defined and published regulations covering all phases of student 'life cycle', e.g. student admission, progression, recognition and certification.	4
2.1.7	Institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention, cooperation with other institutions and quality assurance agencies and the national ENIC/NARIC centre.	5

2.1.8	Graduates receive documentation explaining the qualification gained.	5
<p>The EEC has been quite satisfied with the Quality Assurance Strategy of Intercollege, which is supported by an ISO 2009 certification. Doubts are raised concerning the research orientations of Intercollege and with our grade we would like to motivate the institution to move towards this direction.</p>		
2. Quality assurance		
2.2 Ensuring quality for the programmes of study		1 - 5
2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Institution lies with the teaching staff.	4
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Institution are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective.	3
2.2.4	The results from student assessments are used to improve the programmes of study.	4
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The institutionalised procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	5
2.2.7	The Institution provides information about its activities, including the programmes of study it offers and the selection criteria for them, the intended learning outcomes of these programmes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to the students as well as graduate employment information.	5
2.2.8	The Institution ensures that effective methodology is applied in the learning process.	4
2.2.9	The Institution systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	4
2.2.10	The Institution ensures adequate and appropriate learning resources in line with European and international standards and / or international practices, particularly:	
2.2.10.1	Building facilities	4
2.2.10.2	Library	5

2.2.10.3	Rooms for theoretical, practical and laboratory lessons	4
2.2.10.4	Technological infrastructure	4
2.2.10.5	Support structures for students with special needs and learning difficulties	4
2.2.10.6	Academic Support	4
2.2.10.7	Student Welfare Services	4

The Intercollege has a well-established Quality Assurance Strategy. The close ties with the University of Nicosia and the EDEX Educational Excellence Corporation, ensures that quality assurance mechanisms for the programmes of study are fairly aligned with the overall strategy of the College.

Findings

Quality assurance mechanisms are in place and well-lined up with external regulatory requirements. Both formal and informal processes provide the management of Intercollege with useful inputs for the periodical review of the academic programmes, warranting constant quality improvement and responsiveness to student needs. These mechanisms appear to be functioning effectively, contributing to Intercollege's overall quality and consistency.

Strengths

Intercollege has established a comprehensive policy that fosters continuous quality improvement and complies with international standards (such as the European Association for Quality Assurance in Higher Education's Standards and Guidelines) as well as with guidelines set by professional, statutory, and regulatory bodies.

The ISO 2009 certification ensures that formal academic policies and procedures are consistent with external and internal regulatory standards.

Intercollege also maintains consistent quality standards through a network of committees (Internal Quality Assurance Committee, Internal Evaluation Committee, Programme Review Committee, Internal Auditor) that oversee all academic and administration procedures. These committees warrant that formal policies and informal processes are aligned with the strategic goals for quality of Intercollege and play a critical role in ensuring the ongoing quality improvement and responsiveness to student needs.

The Council of Intercollege systematically cultivates quality in academic activities with close monitoring of the performance of the faculty staff through periodic peer and student evaluations. These evaluations help in maintaining academic standards and reinforce Intercollege's reputation for excellence.

Intercollege has developed satisfactory processes to ensure that its learning resources meet the required standards. Teaching facilities such as classrooms, laboratories, and computer labs are regularly reviewed to prevent learning processes from undesirable interruptions. Moreover, the

Intercollege periodically reviews and upgrades essential learning resources, including the renewal of all outdated equipment, the upgrade of computer hardware and software, the update of printing resources, and the maintenance of the teaching rooms.

The association with the University of Nicosia and EDEX fosters close ties to the European educational system and advances the progressive evolution of Intercollege.

Areas of improvement and recommendations

The EEC has noted that both the mission statement and the strategy plan of Intercollege do not specify how research is incorporated in the academic activities (i.e., teaching, hiring of academic staff etc.) of Intercollege (see section on research below). Moreover, Quality Assurance mechanisms have no provisions for research. The Council of Intercollege is advised to take all the necessary actions so that the quality assurance committee develops a set of standards and mechanisms that foster research as a vital function and sector of the College's academic activities.

The Erasmus+ programme is not fully capitalized, likely because students from non-European countries are excluded from the student exchange programme. The EEC believes that all students should have the opportunity for mobility either through Erasmus, (for studies or placement in Europe), or through other exchange programs for US which will offer students the chance to broaden their horizons and develop their skills. A proposal could be to ask for membership in the ASECU youth for Intercollege's students and staff to participate in the annual Conferences – Summer Schools.

The EEC advises the Internal Quality Assurance Committee (IQAC) to set measurable KPIs for the three pillars of quality assurance policy (teaching, research, society). The KPIs will help the IQAC to evaluate whether quality goals have been achieved or if Intercollege must put more effort into any of the three pillars. In addition, the KPIs will help the IQAC monitor the evolution of quality performance over the years.

The EEC asks Intercollege to take students' concerns seriously about their needs for spaces to meet informally to work during breaks and in-between classes.

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

Sub-Area	<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1 System and quality assurance strategy	Compliant
2.2 Ensuring quality for the programmes of study	Compliant

3. Administration (ESG 1.1)

Quality indicators/criteria		
3. Administration		1 - 5
3.1	The administrative structure is in line with the legislation in force and the Institution's declared mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of based on specified procedures, in the management of the Institution.	4
3.3	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Institution's Council competently exercises legal control over such decisions.	5
3.4	The Institution applies effective procedures to ensure transparency in the decision-making process.	5
3.5	The Boards of Departments and Schools, as well as the institutionalised committees of the Institution, operate systematically and exercise fully the responsibilities provided by legislation and / or the constitution and / or the internal regulations of the Institution.	4
3.6	The Council, the Senate as well as the administrative and academic committees, operate systematically and autonomously and exercise the full powers provided for by the statute and / or the constitution of the Institution without the intervention or involvement of a body or person outside the law provisions.	5
3.6	The manner in which the Council, the Senate and/or and the administrative and academic committees operate and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	4
3.7	The Institution applies procedures for the prevention and disciplinary control of academic misconduct of students, academic and administrative staff, including plagiarism.	5
3.8	The administrative structure is in line with the legislation in force and the Institution's declared mission.	5

The administrative structure of Intercollege Nicosia is well organised, transparent, and fully aligned with the legal and regulatory framework governing higher education institutions in Cyprus. The College's governance system clearly defines the responsibilities of the Governing Council, Academic Council, and the various institutional committees, ensuring that academic, administrative, and strategic decisions are handled appropriately by qualified personnel. The

EEC confirmed that these bodies operate autonomously, exercising their duties effectively and without external interference, in full accordance with the Institution's statutes.

Decision-making procedures are systematic, well-documented, and guided by principles of accountability and collegiality. The transparency of processes and the availability of formal records contribute to the credibility and integrity of the administration. The committees dealing with quality assurance, student affairs, and research operate efficiently, and their decisions are implemented promptly and effectively. The dissemination of information within the institution is well-coordinated, and communication channels between management, faculty, and administrative staff are clear and functional.

Policies related to ethics, academic integrity, and disciplinary procedures are well-established and consistently applied across the institution. The administrative staff demonstrate professionalism and commitment, and their support contributes significantly to the smooth running of Intercollege's operations. The institution's connection with the University of Nicosia provides additional administrative stability, access to resources, and the sharing of good practices that further enhance operational effectiveness.

Findings

Based on the documentation provided and the discussions during the site visit, Intercollege Nicosia maintains a well-established and functional administrative structure that aligns with national legislation and supports Intercollege's educational mission. The governance framework clearly distinguishes between strategic, academic, and operational levels, with appropriate checks and balances to ensure transparency and accountability.

The Governing Council and the Academic Council, supported by several specialised committees, operate in a structured and systematic way. Their roles and decision making responsibilities are well-defined in the institutional regulations and implemented effectively. Decisions are taken collectively, recorded properly, and disseminated through formal channels, ensuring institutional coherence.

Administrative and academic responsibilities are appropriately distributed, allowing academics to lead academic matters while management provides strategic and operational support. The EEC noted a strong sense of collegiality and open communication among faculty, administrators, and students. Students participate in institutional governance through representation in several committees, contributing to a participatory culture.

Internal communication and reporting lines are clear and facilitate coordination across departments. Policies on ethics, academic integrity, and disciplinary procedures are well-established and uniformly applied. The administration demonstrates commitment to continuous improvement, adaptability, and the effective delivery of support services to both staff and students.

Strengths

- Clear and functional governance structure that aligns with national legislation and supports Intercollege's mission.
- Well-defined division of responsibilities between academic, administrative, and strategic management levels.

- Systematic operation of governing bodies and committees, ensuring participatory and transparent decision making.
- Effective internal communication that fosters collaboration and institutional coherence.
- Active involvement of students in governance and committee work, contributing to inclusiveness and shared responsibility.
- Comprehensive policies on ethics, academic integrity, and discipline, consistently applied across the institution.
- Responsive and supportive administrative staff who facilitate the smooth operation of academic programmes and services.
- Strong institutional ties with the University of Nicosia and EDEX, which enhance administrative efficiency, resource management, and overall strategic alignment.

Areas of improvement and recommendations

- While the administrative framework is effective, student participation could be further enhanced through broader representation and more regular consultation mechanisms.
- Intercollege could consider introducing systematic professional development programmes for administrative personnel, particularly in areas such as quality management, data analytics, and digital administration.
- Formalising internal feedback mechanisms (e.g., periodic staff and student surveys) would provide valuable data for continuous improvement of administrative services.
- The documentation and dissemination of committee decisions could be standardised further to ensure consistent communication across all levels of the institution.
- Establishing a structured process for internal administrative reviews would help monitor efficiency and identify emerging needs in real time.
- Intercollege could explore greater integration between administrative and academic planning, promoting a unified approach to strategy implementation.
- Continued investment in digital management tools and automation would improve transparency, data accuracy, and efficiency in administrative operations.

Assessment Area	<i>Non-compliant/ Partially Compliant/Compliant</i>
3. Administration	Compliant

4. Learning and Teaching (ESG 1.2, 1.3, 1.4, 1.9)

Sub-Areas

4.1 Planning the programmes of study

4.2 Organisation of teaching

Quality indicators/criteria		
4. Learning and Teaching		
4.1 Planning the programmes of study		1 - 5
4.1.1	The Institution provides an effective system for designing, approving, monitoring and periodically reviewing programmes of study.	3
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	4
4.1.3	The programmes of study are in compliance with the ESG and the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	4
4.1.4	The Institution ensures that its programmes of study integrate effectively theory and practice.	4
4.1.5	The assessment and evaluation procedures and content are in compliance with the level of the programme of study (in reference to EQF).	3

Findings

- On p.82 and beyond the procedures are being described to develop new programmes. "Market Mapping and potential industry collaboration" is part of this process, and questions are raised about "Cyprus, Europe and internationally?".
- When reviewing programs (annually), a committee starts from the annual monitoring and evaluation report. No clear indicators are found about external stakeholder involvement. During the October 10th meetings, extra information was provided about the systematic involvement of external stakeholders in the annual programme advisory board meetings.
- The EEC observed how also recently established companies do participate in discussions with Intercollege in view of the programme. The College seems to map the field in a broad way.
- Reference is made to compliance of programs to EQF and frameworks of regulated professions (see p.85).

- Information about the balance between theory and practice is missing, except for (see p.117) “Programmes are structured in order to provide graduates with the proper theoretical and practical experience.” How this is done, is not clear. During the October 10th meetings, extra information was collected that showed that internships already start from the first year (e.g., technical installations 2 months at the end of each year).
- The information about ‘systematic’ student communication approaches is missing.
- Hardly information is available about the actual balance between theory and practice and how this is being operationalized. The statement on p.117 hardly helps to understand how this is guaranteed in a systematic way, independent of individual courses: “Programmes are structured in order to provide graduates with the proper theoretical and practical experience.”.
- Evaluation standards fit the EQF regulations.

Strengths

- There is potential to involve many industry partners in the (re)design of programmes (see earlier).
- The emphasis on EQF compliance is acknowledged.

Areas of improvement and recommendations

- The EEC asks the Intercollege to be clearer about external stakeholder involvement in the programme review processes.
- The EEC observed how the industry partners were keen on offering input for the programmes (e.g., emphasis on soft skills development).
- The EEC asks to be concrete in the documentation about the fit with EQF and/or professional regulation frameworks.
- The EEC recommends being very clear about the balance between theory and practice. The professional orientation of the programmes requires competence development that has immediate relevance for the job market.
- The EEC also 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 start in the first year. During the October 10th meeting, the EEC heard examples that exemplify the strong emphasis on practice throughout the courses in the programmes. The EEC recommends mapping these approaches that could build on simulations, co-construction tools and activities, the limitation in focusing on theory without an immediate ‘translation’ into practical designs, constructions, procedures, practices ...
- We link the above remarks to the internal quality approach: what criteria (KPI, indicators) drive the evaluation of teaching materials, evaluation, available

teaching and learning infrastructure. 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.62), but this seems limited to a shared grading approach. Some additional information is found on p.14 with an emphasis on formative assessment. The EEC wonders whether a more systematic and shared evaluation policy could be developed that is geared to the vocational nature of the programmes in the college and the nature of the students. In this context e.g., a portfolio-based assessment approach could be relevant.

4.2 Organisation of teaching		1 - 5
4.2.1	The Institution establishes student admission criteria for each programme, which are adhered to consistently.	4
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	4
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	4
4.2.4	The teaching staff of the Institution have regular and effective communication with their students.	3
4.2.5	The teaching staff of the Institution provides timely and effective feedback to their students.	3

Findings

- Admission criteria for students are clearly defined.
- The EEC notices that the ambitions of Intercollege to implement a strong international experience are crossed by the national migration regulations that do not allow international students to leave the country for a longer period of time without needing to go through the visa application process again.
- Interviews are a systematic key component of the student recruitment process. The industry partners acknowledge the strict admission criteria to enter the college that builds on interviews that help filtering students to a better extent.
- Credit transfer and recognition of prior experiences is at par with the regulations.
- The information about feedback is given on p.14. This seems, to focus on formative and summative feedback and seems to be a continuous process.
- Information about the labs and classes is detailed. The visit convinced the EEC about the fit-for-purpose.
- The infrastructure is up-to-date and geared to frontal teaching and lab work.

Strengths

- Given the small groups of students, the infrastructure size is adequate. The infrastructure is sufficiently specialized to address programme specific needs (see table 4)
- The EEC emphasizes that during the meetings with staff, coordinators, support staff etc. a lot of additional information could be collected in relation to the above criteria. The site-visit was as such a valuable part of the accreditation process that contributed to the development of a clearer picture.

Areas of improvement and recommendations

- The infrastructure mirrors a frontal teaching approach. What about classrooms geared to collaborative work, peer work, interactive teaching approaches (see beamers instead of interactive whiteboards). Though computers and projection systems are available that allow the actual use of Moodle in the classroom, we did not find specific teacher-support tools to make classes interactive (e.g., Mentimeter).
- The infrastructure seems less supportive for informal meetings, for working in hours during class sessions, for group work.
- Since only generic information was given about the communication and feedback approaches, the EC wonders whether a more formal and systematic description would be beneficial to guide the daily practices. Much seems to depend on the ad hoc initiative of staff. The latter seems natural given the small scale of Intercollege and the small class groups. But this might go at the expense of students who are less visible, less outspoken. The EEC did, e.g., look at the rather low average degree scores in some programs (1.9/5, 2.2/5) and questions whether timely and systematic communication and feedback approaches could have helped in this context.
- The EEC strongly supports the requests put forward by Intercollege to the migration authorities in view of negotiating visa requirements of students that are offered or are engaged in international learning experiences during their studies, such as Erasmus+.

Sub-area	<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1 Planning the programmes of study	Compliant
4.2 Organisation of teaching	Compliant

4. Teaching Staff (ESG 1.5)

Quality Indicators/Criteria		
5. Teaching Staff		1 - 5
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	4
5.2	The teaching staff of the Institution have the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	4
5.3	The Visiting Professors' subject areas adequately support the Institution's programmes of study.	4
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	4
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	4
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	3
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the Programme of Study.	4
5.8	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	3
5.9	The visiting Professors' subject areas adequately support the Institution's programmes of study.	4

Findings

- The available documentation in Table 13 nevertheless shows how most staff hold a higher degree than the one they are teaching in. PhD level staff is only found in the Aesthetics programme.
- Aesthetics: 6 Full time staff; 7 Part time staff; 4 visiting professors
- Nautical sciences: 7 Full time staff; 3 Part time staff: 1 visiting professor
- Mechanical installations: 3 Full time staff; 5 Part time staff; 3 visiting professors

- Culinary arts management: 8 Full time staff; 5 Part time staff; 5 visiting professors
- Culinary arts (Greek): 4 Full time staff; 4 Part time staff; 1 visiting professor
- Culinary arts (English): 4 Full time staff; 3 Part time staff; 1 visiting professor
- Hospitality and Food service operations: 1 Full time staff; 4 Part time staff

The proportion of staff versus student numbers is more than adequate:

- Aesthetics 17/105;
- Culinary arts programmes 35/156 spread over three subprogrammes;
- Mechanical installations 11/30;
- Nautical Sciences 11/52;
- Hospitality and Food services 5/84.

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
5. Teaching staff	Compliant

6. Research

(ESG 1.1, 1.5, 1.6)

Quality indicators/criteria		
6. Research		1 - 5
6.1	The Institution has a research policy formulated in line with its mission.	5
6.2	The Institution consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	3
6.3	The Institution provides adequate facilities and equipment to cover the staff and students' research activities.	3
6.4	Through its policy and practices, the Institution encourages research collaboration within and outside the Institution, as well as participation in collaborative research funding programmes.	3
6.5	The Institution uses a policy for the protection and exploitation of intellectual property, which is applied consistently.	4
6.6	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Institution also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	2
6.7	The Institution ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	3
6.8	The Institution provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	4
6.9	The external, non-governmental, funding of research activities of academic staff is similar to other Institutions in Cyprus and abroad.	3
6.10	The policy, indirect or direct of internal funding of the research activities of the academic staff is satisfactory, based on European and international practices.	3
6.11	The programmes of study implement the Institution's recorded research policy.	3

Research is one of the pillars of the mission (statement) of the Intercollege. However, research has a lower priority than teaching and the third mission. Publications in international academic journals or chapters in textbooks rarely happen. It looks as if the incentives provided by the

College (financial remuneration) are not convincing enough for the staff to engage in competitive research activities.

Findings

Despite the detailed Research and Publication Policy of the Intercollege from August 2024, research remains of secondary importance. Only very few academic staff members engage in research endeavours. Participation in competitive (European) calls such as HORIZON did not take place yet.

It appears that the benefits from cross-fertilization of teaching and research are not fully accommodated in the Intercollege yet. There is no visible culture in the Intercollege to integrate research into the academic life, although “faculty members are encouraged to publish documents”, according to the official policy (p. 2)

Strengths

Some awareness by teaching staff has been found to extend teaching into research activities, but at a very low level.

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 Intercollege should be reconsidered to enhance the willingness of staff to engage in research.

Third, the Intercollege 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 Intercollege. Therefore, publication output should be considered to become one of the performance indicators for academic staff.

Overall, the EEC suggests improving research activities of the Intercollege in order to meet the internationally approved standards before the next institutional evaluation.

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
6. Research	Partially Compliant

7. Resources (ESG 1.6)

Quality indicators/criteria		
7. Resources		1 - 5
7.1	The institution has sufficient financial resources to support its functions, managed by the Council/Senate.	4
7.2	The Institution follows sound and efficient management of the available financial resources in order to develop academically and research wise.	4
7.3	The Institution's profits and donations are used for its development and for the benefit of the university community.	4
7.4	The Institution's budget is appropriate for its mission and adequate for the implementation of strategic planning.	4
7.5	The Institution carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	4
7.6	The Institution's external audit and the transparent management of its finances are ensured.	4
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	4
As part of its strategic goals, Intercollege strives for sustainable financial autonomy. Thus far, financial autonomy is attained through tuition fees, alumni donations and philanthropic events organised by Intercollege.		

Findings

The site visit and interviews with faculty, students, and administrative personnel provided the EEC with a comprehensive view of Intercollege's resources and infrastructure. Based on these observations, the EEC concluded that Intercollege offers strong support to both students and faculty, including access to library materials, IT infrastructure, and administrative assistance.

Intercollege shares the library facilities of the University of Nicosia. In this respect, the library is arguably one of the areas of strength of Intercollege. Of particular note is Intercollege's membership in the Cyprus Universities' Consortium, which grants access to an extensive collection of academic journals and publications.

The students of Intercollege are eligible to apply for housing at the student accommodation facilities of the University of Nicosia. This is quite beneficial for them as the location currently faces a scarcity of affordable housing options. This practice not only enhances the overall student experience by providing convenient, on-campus living but also makes Intercollege more attractive

to both local and international students, fostering a stronger sense of community and reducing the logistical challenges associated with off-campus housing.

In terms of human capital support, Intercollege appears to be performing well, providing faculty with the necessary tools and resources to fulfil their teaching responsibilities. This includes support for research where applicable, reflecting Intercollege's broader commitment to fostering an environment that supports both teaching excellence and scholarly contributions.

Strengths

The association of Intercollege with the University of Nicosia and the EDEX Educational Excellence Corporation, the biggest private educational organisation of Cyprus ensures financial viability and availability of resources.

Both faculty and students indicated that they are provided with the resources necessary to meet the expectations of their roles.

The leadership team appears committed to supporting both faculty and students, ensuring that necessary resources are available when required. This proactive approach contributes to a positive learning and working environment.

The administrative staff reported high levels of job satisfaction, noting a collegial atmosphere where team members support each other effectively. Administrative systems are well-organized, with clearly defined structures and roles, contributing to smooth operational processes.

The administrative team confirmed that they have the capacity needed to support the programmes of study of Intercollege.

Intercollege's lab infrastructure was noted to be on par with expectations for quality education, providing the technological support needed for both teaching and learning.

Areas of improvement and recommendations

The Intercollege is a teaching institution, and as such, academic research is not within the core of its exercise. However, the EEC believes that if the management of Intercollege invests in the resources that could help the faculty to conduct applied research in the areas of their competences. Moreover, the Committee suggests to the management of Intercollege to participate in research consortia with other European universities, and/or to pursue research grants from the European Union (i.e., HORIZON). These actions would motivate and boost the research activities of the faculty staff and of Intercollege.

Intercollege's laboratory infrastructure appears to be on par with the Committee's perception of quality education, providing technological support for both teaching and learning. However, the EEC acknowledges the lack of investments in cutting-edge educational technology in the computer labs and the teaching rooms (such as interactive whiteboard screens), which enhance the teaching and learning experience. The proposed investment in modern infrastructure will arguably demonstrate Intercollege's commitment to providing a high-quality educational environment.

The EEC encourages the management of Intercollege to motivate students to participate in extra curriculum activities, such as student clubs, organisations and societies. The student clubs could be self-funded, and Intercollege could support them in promoting their activities both internally and externally towards the local community.

The committee encourages Intercollege to consider investing in infrastructure that supports recreational activities, as this can significantly enhance student experience. Facilities such as cafeterias, recreational lounges, and outdoor spaces for relaxation and informal gatherings can foster a sense of community, promote physical and mental well-being, and contribute to a more balanced student life. The EEC proposes the management of Intercollege to integrate amenities of this type into the campus environment of Intercollege to enhance its overall attractiveness, and to support student retention and satisfaction while enhancing its commitment to holistic education.

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
7. Resources	Compliant

E. Conclusions and Final Remarks



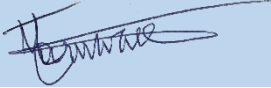

The EEC members explicitly endorse Intercollege's overall development policy of focusing its activities on bi-lingual higher vocational training and education market segment.

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.

The members of the EEC express their thanks to the internal and external stakeholders involved in the on-site meeting of October 10th. A main reason for this was the possibility to enrich the rather abstract picture about the quality of Intercollege as derived from the documentation, with real life examples, concrete processes, ideas to move forward, past experiences, etc. The EEC observes how the site-visit resulted in a rich data set that could inspire Intercollege to describe its mission, strategy, plans and actions in a more operational way.

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 Intercollege will interpret the numerous recommendations set out in this report as a means of further developing its policy plans and their implementation and monitoring.

F. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Josef Trappel	
Dimitrios Kousenides	
Martin Valcke	
Michalis Trypiniotis	
Kleanthis Pissarides	
Christoforos Prokopiou	

Date: 11 October 2025

