



AUDoc. 300.2.1

Date: 09. Oct 2025

External Evaluation Report (Institutional)

- Higher Education Institution: Cyprus College 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 Cyprus College in Nicosia on the 8th of October 2025. Prior to the visit we were supplied documentation for the External Evaluation process, outlining, among others, the College'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 Dr Nasios Orinos (Director of the College), and the members of the Internal Evaluation Committee. The EEC also met with the coordinators of all programmes of study offered by the College and with members of the faculty teaching staff of various disciplines who assisted in the presentation of the academic aspects of the College.

The EEC emphasizes that the person-to-person meetings were crucial to collect critical information that helped to develop a concrete picture about the College. 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 College 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 College'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 related to academic affairs, student welfare, library facilities, and research services.

The EEC was also given a tour around the College's premises. More specifically, we were toured to the teaching areas, computer labs, the library, student meeting rooms, staff offices and some open areas. Again, this was helpful in allowing us to better assess the infrastructure of the College (and the European University Cyprus) 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	Aristotle U of Thessaloniki
Martin Valcke	Member	U of Gent, Belgium
Michalis Trypiniotis	Building Infrastructure	University
Kleanthis Pissarides	Student welfare	U of Cyprus
Christoforos Prokopiou	Student	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
	1.1.3.5	Certificate for Adequate Electrical and Mechanical Installations, issued by the Electromechanical Department	Yes

Justify the answers provided for the building facilities by specifying (if any) the deficiencies.

[Click to add text](#)

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

Justify the answers provided for the building facilities by specifying (if any) the deficiencies.

The premises occupied by Cyprus College Nicosia have been issued a Final Approval Certificate and authorization 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 2023, Cyprus College Nicosia submitted its official application to CYQAA accompanied by completed and signed documentation, including 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. While these forms have not been updated for 2025, the institution has provided comparable documentation from 2018, originally prepared for the European University of Cyprus application to CYQAA, as both institutions share some facilities. The findings from both the 2018 and 2023 inspections are consistent and meet the standards required by CYQAA. The buildings appear to be in very good condition and show evidence of regular appropriate maintenance.

A current Fire Department certificate has been submitted, valid until May 2027. 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.

The on-site cafeteria serving the College utilizes gas equipment and maintains gas storage facilities. A valid certificate from an independent inspector certifying the gas installations has been submitted.

A current certificate from an independent inspector for the lift serving the college has been submitted.

Certification for mechanical and electrical equipment has been provided by the Department of Electrical and Mechanical Services. Although this certificate dates from 2017, no modifications have been made to the installations, rendering the certificate still valid. The college maintains a regular maintenance program and employs qualified engineers to oversee infrastructure. Should any major intervention be required, the Department of Electrical and Mechanical Services would be engaged to conduct necessary inspections and reissue certification. The visual inspection conducted revealed no significant concerns or notable changes to the current infrastructure.

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.

Click to add text

2. Student Welfare Services

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

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

Cyprus College is enjoying resources and facilities operated by the European University. Specifically, the following have been noted:

1. *Special access for students with disabilities:*

The learning platforms used by Cyprus College (Blackboard and Classter) are fully accessible to students with disabilities, offering tools for easy access to students with vision and hearing impairments (e.g. screen readers, captioning and transcript options for video/audio material, adjustable display settings for text enlargement). Furthermore, all areas of the Nicosia Campus are physically accessible to students with disabilities (e.g. through the use of ramps). 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:*

The Nicosia Campus, which serves students off both the European University and Cyprus College, offers cafeterias, restaurants, sports center, including indoor and outdoor sports

facilities/pitches, as well as other recreational facilities which are fully accessible by Cyprus College students with no charge.

3. Policy and statutes for academic student support:

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

- Academic Advisors, assigned to every student, offering individual academic advising to guide students in course selection and study planning, as well as addressing academic difficulties, referring to additional resources if deemed necessary.
- Regular Faculty Hours, applicable for all academic staff, during which they are available to meet with students.
- Faculty Accessibility, enabled by the small number of students, ensuring that the students can seek academic support in a timely and effective manner.

Furthermore, the College offers seminars on an on-going basis on topics such as “how to use the College’s platforms – Classter & Blackboard”, “how to write academic papers/essays”, “how to access online databases”, “how to properly reference sources”, “what is plagiarism”, etc.

4. Policy and statutes for financial student support:

Cyprus College offers financial assistance under pre-set, specific criteria regulated by relevant policies. Specifically, it offers the following, for the whole duration of a student’s program:

- Family Grant Discount – 10% discount for families with 2 or more members concurrently enrolled at the College
- Alumni Discount – 10% discount for graduates and their immediate relatives
- Students with needs – up to 15% discount for students whose annual income does not exceed €40.000

Furthermore, the College offers scholarships based on merit, to students that achieve a GPA of 4.0, as well as to students with major athletic achievements.

5. Counselling services:

In addition to the academic advisors scheme and the support offered by the administrative staff, Cyprus College operates the Center of Applied Psychology and Personal Development (KEPSYPA). The Center offers psychological and counselling services to students, promoting prevention, assessment and therapy. It is headed by a counselling psychologist and staffed with postgraduate clinical and counselling psychology students.

Furthermore, Cyprus College has set up a Committee for Students with Special Needs (EFEEA), which 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 Office, serving both Cyprus College and the European University, offers:

- 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 and Internship Exhibition organised by the European University, to which the students of Cyprus College participate)
- Partnership with local companies (e.g. Papellinas Ltd, BeautyLine) offering internships, informational talks and site visits
- Online resources, such as the kariera.com.cy and the Creer Connect Platform, for broader access to job postings and career resources

7. *Service linking the institution with business*

See above, at the “Career Office” section.

8. *Mobility office:*

Cyprus College is offering placements under the Erasmus and the Erasmus+ programmes. Under Erasmus+, students are placed in businesses operating in other European countries, made possible mainly through collaboration with EURES (European Employment Services network), to which Cyprus College and the European University are affiliated). Under the Erasmus program, students can go abroad to study for a maximum of 2 semesters, given that they fulfil specific criteria (e.g. minimum 2.6 GPA). The funding offered to students covers their travel, accommodation and subsistence cost, enabling them to gain important experiences and enhance their knowledge and skills. The programme is proving quite popular with students, as an increasing number is taking advantage of it.

9. *Student clubs/organisations/associations:*

The Office of Student Affairs currently supports student clubs, designed to improve student life, promote networking, cultivate students’ social skills and encourage social responsibility. These clubs are aimed towards leisure, educational, social and athletic activities. Students of the Cyprus College can participate in all clubs offered by the European University.

The College also runs annual events promoting student innovation (such as Techathon & Hackathon) and practical application of the knowledge gained during their studies (such as Let’s Go on Line).

10. Other services:

The College has set in place an Induction Week, where new students are informed of all 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 of Applied Psychology and Personal Development, mobility opportunities).

Furthermore, students have full access to library resources available to the European University and the whole Galileo network, including Open Athens which provides access to more than 300,000 e-books and 100,000 e-magazines/journals and databases.

Finally, students have access to housing offered to all members of the European University and Cyprus College, which includes 11 privately owned and run dormitories/buildings in the vicinity of the Nicosia Campus.

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
Justify the answers provided for the infrastructure services by specifying (if any) the deficiencies.		
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		
• 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.	4
1.1.2	The Institution has developed its strategic planning aiming at fulfilling its mission.	4
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.	4
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.	4

Findings

- A structured but short extensive mission statement is put forward in the documentation made available beforehand, aiming at the three core tasks of a higher education institution. In addition, a mission statement is added about student bodies.
- The focus on research is considered as “an important additional function” (p.67). A research policy is presented that could have been referred to in the mission and strategy section (see p.98 and beyond). In the documentation additional information is found about actual involvement of staff in research, but this

information is rather short (see p.100) and not defined in terms of a mission or a strategy.

- The sections about the mission statement are complemented with a strategic and development section that is very short (see p.67-68).
- The EEC did not read about short-, middle- or long-term goals. The EERC did also not find Key Performance Indicators (KPI) that could help to understand how the mission could be evaluated at a later stage.
- The mission statement is mirrored in the institutional organizational design.
- The participatory process involving stakeholders when designing the mission is described in a very short way on p.68.
- Except for quality indicators in view of course assessment, the EEC did not find clear indicators that could result in data to be used for the institution's academic development.
- The EEC observed how operational information about the institutional mission could be derived from quality assurance information (see p.163 and beyond).

Strengths

- The research mission of the institution is – from p.98 on – described in a very ambitious way by developing an extensive list of broad objectives.
- The affiliation to the European University is an asset for this College.

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 (se 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 (especial 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.

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

- The institution presents itself to the public via its website <http://www.cycollege.ac.cy/easyconsole.cfm/id/2168>
- Information is available to map the society needs related to employability prospects (see p.89 “Graduates’ employability prospects”).
- Information about the impact on society is phrased in terms of participating in socio-cultural events (see p.69).
- Communication with students is develop at institutional level and “in the classroom” (see p.93).

Strengths

- From the preparatory documents, the EEC could derive that the institution’s strategic approach to formulating its mission statement included a consultation process. But the nature of this consultation process is not described.
- Alumni and graduating students can get support from a career center (see p.27).

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

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.

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.	3
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.	4
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

The application documents and appendices are rich in information about:

- Staff selection and hiring is generally defined in the documentation (see p.71 and beyond). The focus on the needs of programmes/course is central to the hiring and selection approach. The main responsible person in this process is the programme coordinator.
- Professional development can be requested on the initiative of individual teaching staff (see p.72).

- Staff involvement in international projects (mainly Erasmus +) could be linked to their professional development (see p.37 “development, of capacities of VET staff”).
- Strategies to attract students are mainly geared to Cyprus. A series of actions are described that also involve teaching staff to recruit new students. As stated earlier, student recruitment is in line with information about market needs and employability.
- The budget projections seem to increase in the recent version of the bi-annual plan.

Strengths

- The EEC applauds the investment in international mobility of staff.
- The EEC appreciates that a list of professional development goals has been defined (see p.72).
- The budget mirrors a growth path that could support staff selection and attrition (p.184-185).
- The EEC applauds the emphasis on promotion possibilities for all types of staff members, pending their achievements and meeting the criteria.

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.

Expected number of Cypriot and foreign students: Fall 2024 and Spring 2025: Target= 110 (Fall=89, Spring=3)

Countries of origin of foreign students and number from each country: During Spring semester 2025 there were 42 international students out of whom 2 students were from non-European countries: Greece=32, Belgium=1, Bulgaria=2, Rumania=4, Poland=1, Vietnam=1 and Iraq=1.

Sub-Area	<i>Non-compliant / Partially Compliant / Compliant</i>
1.1 Mission and strategic planning	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.	4
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	4
2.1.4.2	Research	3
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.	4
2.1.8	Graduates receive documentation explaining the qualification gained.	5

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.

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.	4
2.2.3	The quality control system refers to specific indicators and is effective.	4
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.	4
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 College has a well-established Quality Assurance Strategy. The association with the European University of Cyprus and the Galileo Global Education Group (GGEG) ensures that quality assurance mechanisms are fairly aligned with international standards and the overall strategy of the College.

Findings

Quality assurance mechanisms are in place and well-aligned with international standards. Both formal policies and informal processes offer the management of the College useful guidelines in the development of the academic programmes, ensuring ongoing quality improvement and responsiveness to student needs. These mechanisms appear to be functioning effectively, contributing to the College's overall quality and consistency.

Strengths

The Council of the College is determined to provide quality services to the students. Having this in mind, they are determined to make all the required investments to achieve their tasks.

The association with the European University of Cyprus and the close ties to the French educational system will help the College to progress well over the next years.

The College maintains consistent quality standards through a network of committees (formed by internal and external stakeholders) that supervise all academic and administration procedures. These committees warrant that formal policies and informal processes are aligned to the College's strategic goals for quality and play a crucial role in ensuring the ongoing quality improvement and responsiveness to student needs.

The Council of the College systematically cultivates quality with annual and biannual evaluations of performance of both faculty members and administrative staff. These evaluations help maintaining academic standards and reinforces the College's reputation for excellence.

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.

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.	4
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
3.6.1	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
3.6.2	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.	5
3.7	The Institution applies procedures for the prevention and disciplinary control of academic misconduct of students, academic and administrative staff, including plagiarism.	4
3.8	The administrative structure is in line with the legislation in force and the Institution's declared mission.	5
The administrative framework of Cyprus College Nicosia is well structured, legally compliant, and effectively supports the Institution's mission and operations. The governance system clearly separates strategic, academic, and administrative responsibilities, ensuring that academic matters are handled by qualified academics and that institutional oversight is		

maintained by the governing bodies. The Council, the Senate, and the various committees function autonomously and exercise their duties without external interference, fully respecting the legal framework of higher education in Cyprus.

Decision making processes are transparent and evidence based, and relevant procedures are well-documented. The committees responsible for quality assurance, research, and student affairs operate systematically and communicate effectively with the governing bodies. The dissemination and implementation of decisions are carried out efficiently, although the process could benefit from further standardisation and formalisation to ensure consistent communication across all levels of the institution.

Faculty, administrative staff, and students participate in the governance process to a satisfactory degree, although student representation could be further strengthened to enhance inclusiveness and participatory governance. Policies related to ethics, academic integrity, and disciplinary control are clearly defined and applied consistently across the Institution. Administrative staff demonstrate professionalism and commitment, but continued professional development in areas such as digital management and internal quality procedures would further strengthen operational effectiveness.

Overall, the administrative system functions efficiently and transparently, supporting the smooth and compliant operation of the Institution. The minor deficiencies identified concern mainly the need for more systematic dissemination of decisions, stronger student participation, and further staff training all of which are achievable within the existing structure.

Findings

Based on the evidence provided in the Institution's application and the discussions during the on-site visit, Cyprus College Nicosia maintains a well-established and functional administrative structure that aligns with national legislation and supports its academic mission effectively. The governance framework is clearly defined, with specific roles and responsibilities distributed among the Governing Council, Academic Council, and a range of institutional committees addressing quality assurance, student affairs, and research matters.

The administrative processes are transparent, and decision making follows formal procedures that are properly documented and monitored. Communication between the administrative leadership, academic departments, and support services is open, structured, and contributes to efficient institutional management. Faculty and staff expressed satisfaction with the clarity of administrative operations and the accessibility of decision-making channels.

Student participation in administrative committees is present but somewhat limited, and there is potential for broader involvement in institutional governance. The College demonstrates strong internal coordination and consistency between central and departmental levels, though the documentation and dissemination of certain decisions could be further formalised.

Overall, the EEC found that Cyprus College Nicosia's administrative system operates efficiently, lawfully, and in a manner that promotes accountability, transparency, and continuous improvement.

Strengths

- Cyprus College Nicosia has developed a comprehensive and well-organised administrative framework that operates in full alignment with national legislation and the Institution's declared mission.
- The governance structure is clearly defined and functions efficiently, ensuring a clear division between strategic, academic, and administrative responsibilities.
- The Governing Council provides oversight on institutional direction, policy, and financial management, while the Academic Council and several specialised committees focus on academic quality, research, and student affairs.
- Administrative processes are characterised by transparency and accountability, supported by detailed documentation and regular reporting mechanisms.
- Decision making is evidence based and consultative, engaging members of both the academic and administrative community at multiple levels.
- Faculty and administrative staff collaborate effectively, and student representation exists within institutional committees, promoting inclusive participation in governance.
- The College upholds clear and well-communicated policies on ethics, academic integrity, and disciplinary procedures, which are applied consistently across all departments.
- Internal communication between management, programme coordinators, and support services is efficient, fostering cohesion and shared purpose.
- The administration demonstrates flexibility, responsiveness, and commitment to maintaining high operational standards, creating a stable and supportive institutional environment

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.

Please select what is appropriate for the following assessment area:

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.	3
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).	4

Findings

- The institution considers itself to be 'optimal' when looking at the criteria in this section (see p. 194 self-evaluation).
- The process to develop new study programmes is shortly described and mainly builds on guarantees about student numbers and their employability (see p.88 and beyond).
- Only two programmes offered by the College seem being regulated by the professions (Aesthetics and Electrical Technicians).
- The evaluation approaches are in line with regulations as far they focus on awarding degrees and credits (EQF).
- Information about the balance between theory and practice is not available in the documentation.

Strengths

- There is a strong focus on employability of students within the context of new programme development.
- There is a clear awareness of the importance of guiding regulations (ESG and EQF).

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.

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.	4
4.2.5	The teaching staff of the Institution provides timely and effective feedback to their students.	3

Findings

- The documentation provided in the application is succinct but sufficiently rich in detail to understand admission criteria, recognition of prior studies and credit transfer procedures (see p.85 and beyond).
- The number of students is – when looking at the available infrastructure – sufficient.
- Communication approaches with students get a lot of attention in the documentation and mirror a focus on academic advice and classroom practices (p.93 and beyond).
- Infrastructure seems fit for upfront teaching practices, but less appropriate for interactive group work.
- Laboratories are available and are accessible for students outside the classroom timetable.

Strengths

- 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 criteria in this section. 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 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.

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.	3
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.	N/A
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.	3
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.	4
5.9	The visiting Professors' subject areas adequately support the Institution's programmes of study.	N/A

Findings

Given the focus on the implementation of one bachelor programme and 6 diploma programmes, the number of staff is limited: 6 full time staff and 43-44 non-permanent staff: 10 in Office administration; 47 in Aesthetics; 14 in Internet Marketing and Social Media; 12 in Electric Technician; 21 in Business administration and 18 in Computer and Network Technician.

Key is that often only one full time staff member is responsible for a complete programme.

The qualifications of the staff seem to meet the demands as mirrored in the courses. No specific complaints, remarks or critical incidents were mentioned during the discussions.

Strengths

The large group of specialists in the Aesthetics programme might guarantee a good fit with the nature of a course.

The EEC appreciates the opportunities for professional development for all types of staff members, including administrative staff. On top of that, staff is aware of opportunities for staff mobility in the context of European programmes. But (see below), a programmatic approach seems needed since most actions are initiated by individual staff members.

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.

Extra information:

- Number of teaching staff working full-time and having exclusive work: 7
- Number of special teaching staff working full-time and having exclusive work: 0
- Number of visiting Professors: 0
- Number of special scientists on lease services: Fall 2024=43, Spring 2025=44

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
5. Teaching staff	Partially 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.	5
6.3	The Institution provides adequate facilities and equipment to cover the staff and students' research activities.	4
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.	5
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.	3
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.	4
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.	5
6.9	The external, non-governmental, funding of research activities of academic staff is similar to other Institutions in Cyprus and abroad.	4
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.	N/A

Research is one of the pillars of the mission (statement) of the College. However, research has a lower priority than teaching and the third mission. Publications in international academic

journals rarely happen, and so do chapters in textbooks. It looks as if the incentives provided by the College (teaching hours reduction) are not convincing enough for the staff to engage in competitive research activities.

Findings

Despite the detailed and convincing Research Policy of the College (which has been released some eight years ago), the establishment of a Research Committee (in 2018) and the declaration of the Internal Quality Committee (IQC) to “ensure that a proper research policy is in place” (p. 66), research remains of secondary importance to the College. Only very few academic staff members engage in research endeavours. Participation in competitive (European) calls such as HORIZON did not take place yet. It is noted that the passing of one team member in August 2025 has set back research ambitions considerably.

Nonetheless, some programmes (e.g. Aesthetics) strive for more research visibility by following an internal policy of publishing at least one research paper every year. It is helpful that the College offers financial support for participating in international conferences and workshops up to a limit of 1 800 € annually, allowing for at least one such activity per academic staff per year.

The low level of research activities does not allow for cross-fertilization of research and teaching and should be addressed in future activity planning.

Strengths

All structural conditions are in place for scaling-up research output (commitment by the Director and the IQC, detailed research policy, research committee, incentives for staff members).

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.

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.	5
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
It appears that the budget of the College is fair enough for the funding of the operations of the College.		

Findings

The site visit and interviews with faculty, students, and administrative personnel provided the EEC with a comprehensive view of the College's resources and infrastructure. Based on these observations, the EEC concluded that the College offers strong support to both students and faculty, including access to library materials, IT infrastructure, and administrative assistance. Importantly, the College also allocates some resources to support faculty research efforts, which the EEC views as a significant strength, reflecting a commitment to academic development.

The library of the College (which is also the library of the European University) is arguably an area of strength. It is well-equipped and fully functional, offering a comprehensive range of resources that effectively support student learning and faculty research. Of particular note is the College's membership in the Cyprus Universities' Consortium, which grants access to an extensive collection of academic journals and publications, significantly enhancing the research capabilities of both faculty and students.

In terms of human capital support, the College 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 the College's broader commitment to fostering an environment that supports both teaching excellence and scholarly contributions.

Finally, it should be mentioned that the students of the College are eligible to apply for housing to the student accommodation facilities of the European University of Cyprus. This is quite beneficial for the students 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 the College more attractive to both local and international students, fostering a stronger sense of community and reducing the logistical challenges associated with off-campus housing.

Strengths

The association of the College with the European University of Cyprus and the Galileo GEG ensures financial viability and resources abundance.

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 the College.

The College's IT infrastructure was noted to be on par with expectations for quality education, providing an adequate level of the technological support required for both teaching and learning.

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.

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 the College's overall development policy of focusing its activities on the Greek language higher vocational training and education market segment. While this limits growth ambitions, this strategy is clear and can be communicated as strength to prospective students.

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).

The members of the EEC express their thanks to the internal and external stakeholders involved in the on-site meeting of October 8th. A main reason for this was the possibility to enrich the rather abstract picture about the quality of the College 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 the College 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 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.

F. Signatures of the EEC

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

Date: 9 October 2025

