



Doc. 300.2.1

Date: January 15 2026

External Evaluation Report (Institutional)

- **Higher Education Institution:** Alexander College (Pafos)
- **Town:** Pafos
- **Institution Status:** Institution Status



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

This part includes basic information regarding the onsite visit.

In the following report, the EEC will provide a detailed evaluation of all the standards concerned in this institutional evaluation of Alexander College's Pafos campus.

The EEC found compliance for all standards and identifies strengths as well as areas for further improvement.

Throughout the report, the following becomes very clear:

- Alexander College's Pafos campus is of strategic importance to the College's growth strategy and is well embedded and strongly connected to the local community and society. Exemplary external relations, active external stakeholders and staff committed to the specific characteristics and needs of the College in Pafos are the foundations of strong and high-quality operations;
- The college's staff is highly qualified and very competent. They are also very supportive as to the strategy of the institute and acutely aware of the distinctiveness of operations in Pafos;
- The College shows many best-practices that the EEC could identify and commends the institute for;
- Future success will strongly depend on the institute's capacity to grow, change and adapt to the needs of future. The EEC is convinced that Alexander College has the strategy, vision and mission, but also the power to execute this strategy efficiently and effectively.

Thanks to the very open and engaged discussions with all internal and external stakeholders, the EEC is confident that this report represents an complete and relevant evaluation.

The EEC also thanks the institute for its hospitality and warm welcome, again proof of the enthusiasm and engagement of all internal and external stakeholders the EEC could talk to.

B. External Evaluation Committee (EEC)

Name	Position	University
Prof.dr. Philip Vergauwen, Chair EEC	Full professor	Maastricht University (School of Business and Economics) & Université Libre de Bruxelles (Solvay Brussels School of Economics and Management)
Prof.dr. Brigitte Tag	Full professor	University of Zurich (Law Faculty)
Prof.dr. Carlos Costa	Full professor	University of Aveiro (Dept. Economics & Management)
Ms. Emilia Shelegeda	Student	Cyprus University of Technology (Entrepreneurship)
Mr. Kleantis Pissarides	Director of Academic Affairs & Student Welfare Service	University of Cyprus
Mr. Michalis Trypiniotis	Building infrastructure expert	A.F. Modinos & S.A. Vrahimis Chartered Architects & Engineers

C. Building Facilities - Student Welfare Services - Infrastructure

- *Under plans and licenses, choose Yes or No depending on the existence of the given documents.*
- *Note whether the statements given under the other facilities, the student welfare services and the infrastructure are considered satisfactory/poor/unsatisfactory for the operation of the Institution.*
- *The EEC must justify the answers provided for the building facilities, the student welfare services and the infrastructure by specifying (if any) the deficiencies.*

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		No*
1.1.3	The following operating license certificates, duly completed:		
	1.1.3.1	Visual Inspection Form E.O.E. 102	No**
	1.1.3.2	Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.Σ.E.K 103	No**
	1.1.3.3	Inspection Certificate Form 104	No**
	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.

General Notes:

Alexander College Pafos operates from a single building located in Pafos. The facility was initially developed for shops and offices, but modifications took place in 2015 to transform it into a building to accommodate the operational requirements of the college. It should be noted that the building was designed and constructed in 2009 according to the standards of that time, which predated the implementation of the Eurocode Design Standards in 2012 which are the current building design regulations. During the evaluation and college visit on the 13/01/2026 no visible structural, mechanical, or electrical deficiencies have been identified, and is worth noting that all facilities are well-maintained and in good condition.

It is expected that during the process of obtaining the final permit of the building by the authorities, the ground floor terrace on the south side, which is adjacent to Tassos Papadopoulos Avenue, will require the installation of adequate safety railings along its perimeter. This necessity is due to the substantial height difference between the terrace and the public pavement/avenue below. Although the terrace is not part of the main entrance route and is not accessible for daily use or routine activities, an emergency staircase does lead to this area. In the unlikely event of an emergency evacuation, the significant height difference poses a fall risk and given the terrace's adjacent proximity to a heavily trafficked avenue, this represents a considerable safety hazard that must be addressed by the college.

*** 1.1.2 Operating License:**

The college building does not currently possess an operating license by the local authority since it does not have a final permit that would enable the issuance of such operating license. In its application to CYQAA though, Alexander College submitted documentation of the planning application and building permit application of the modifications that took place. The college is also in the process for issuance of the final permit that and subsequent license.

It is expected that during the process of obtaining the final permit of the building by the authorities, the ground floor terrace on the south side, which is adjacent to Tassos Papadopoulos Avenue, will require the installation of adequate safety railings along its perimeter. This necessity is due to the substantial height difference between the terrace and the public pavement/avenue below. Although the terrace is not part of the main entrance route and is not accessible for daily use or routine activities, an emergency staircase does lead to this area. In the unlikely event of an emergency evacuation, the significant height difference poses a fall risk and given the terrace's adjacent proximity to a heavily trafficked avenue, this represents a considerable safety hazard that must be addressed by the college.

****1.1.3.1 Form 102, 1.1.3.2 Form 103, 1.1.3.3 Form 104:**

The college's application for CYQAA evaluation was submitted in 2019, at which time Forms 102, 103, and 104 were signed and the engineering inspections were conducted.

While the building remains in good condition and the current site visit revealed no issues, and although no modifications or construction works have been undertaken since 2019, which would suggest the forms remain valid, it is advisable for the college to resubmit these forms with updated inspections by qualified engineers, ensuring all documentation complies with current CYQAA standards and guidelines.

Additionally, the Form 104 submitted in 2019 is missing several pages that should contain the independent engineer's inspection results. However, given that the engineer's signature and declaration appears on the report, this is likely an inadvertent omission rather than a substantive issue. The college should provide the complete Form 104 documentation.

Alexander College Pafos to resubmit the following documents:

- Visual Inspection Form E.O.E. 102
- Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.S.E.K. 103
- Inspection Certificate Form 104

1.1.3.4 Fire Safety Certificate:

A fire safety certificate issued by the Fire Brigade in 2019 was submitted with the original application. During the site visit on 13/01/2026, the college provided an updated Fire Brigade certificate valid until 03/02/2026. The college also presented correspondence dated 20/11/2025 to the Fire Brigade requesting an inspection for certificate renewal prior to the current certificate's expiry. These documents have been uploaded to the official CYQAA documentation system.

During the site visit on 13/01/2026, it was noted that some fire extinguishers had been relocated in accordance with Fire Brigade requirements. However, signage had not been updated accordingly, either no signage was visible at the new locations, or old signage remained in place without the corresponding extinguishers, which could cause confusion during an emergency.

Alexander College must rectify this minor issue.

Additionally, during the site visit, it was observed that the clear glass façade doors on the first and second floors of the south side (facing Tassos Papadopoulos Avenue) provide an unobstructed view of the adjacent terraces. This transparency may mislead individuals into perceiving the terrace exits as accessible pathways, potentially resulting in collisions with the glass that could cause personal injury and damage to the glass itself, creating a safety hazard. This issue is particularly concerning in the corridors that form part of the emergency exit route, where in the unlikely event of an evacuation, the clear view of the terrace might cause people to head in that direction instead of following the designated exit signs. This issue can be readily resolved by applying permanent frosted or sandblasted stickers to the glass to enhance visibility and prevent accidents. Alexander College must address and rectify this safety concern.

1.1.3.5

No mechanical equipment is present in the building apart from air conditioning units.

No gas storage or supply systems are installed in the building or even the cafeteria.

With its initial application in 2019, Alexander College submitted an electrical report/certificate from an independent electrical engineer, which contained no adverse comments. During the site evaluation, the college presented an updated electrical report that remains valid and also contains no adverse comments.

Lift Operation:

Lift operation certificates were submitted by an independent expert with an inspection date of 18/12/2025 and an expiry date of 17/12/2027 for the lift in the college.

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	Unsatisfactory*
1.2.7	Number of parking spaces designated for teaching staff	Satisfactory
1.2.8	Number of parking spaces designated for people with disabilities	Unsatisfactory**

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

* 1.2.6 & 1.2.8 Carparking Facilities

According to the official drawings submitted by the college to CYQAA and as part of the final permit application, there are 9 parking spaces located in the basement. A few additional parking spaces exist on the ground floor in front of the main entrance

however, these are not indicated on the drawings presented to the committee. The current parking provision appears insufficient, particularly considering the significant 40% increase in student enrolment over the past year, which will almost certainly necessitate additional parking capacity. The college acknowledges this issue and is actively working for a viable solution.

Furthermore, no designated parking spaces for individuals with disabilities are shown on the drawings or marked on site. Although the college currently has no enrolled students with disabilities, accessible parking spaces are legally mandated. Additionally, since the college operates and offers classes to external participants, members of the general public may need to access the premises. Therefore, it is essential that Alexander College establishes designated accessible parking spaces as soon as possible to ensure legal compliance and accessibility for all.

The college must also install the required handrails on the access ramp in accordance with building regulations and proceed with minor modifications to the entrance to ensure that height differences of interior to exterior comply with accessibility standards for people with disabilities and wheelchair users. It should be noted that internal movement within the building for people with disabilities presents no obstacles.

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	Poor
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
Justify the answers provided for the student welfare services by specifying (if any) the deficiencies.		
1. Special access for students with disabilities: The VLE (Virtual Learning Environment) and Blackboard used by Alexander College is fully accessible to students with disabilities, enabling an inclusive access to all College material. Furthermore, all areas of the College 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. Students with disabilities have access to reasonable adjustments (e.g. extra time for exams or taking an exam alone under private invigilation). Furthermore, students can be referred to counselling services offered by specialists with whom the college collaborates (e.g. psychologists). The college library can provide alternative formats for disabled students who cannot access printed materials by reformatting material held by the library. The service is available to students who have visual impairment, dyslexia or any other condition that makes it difficult to access text. Finally, students with special needs have priority for assistance in finding accommodation.		
2. Recreation areas: The college has a small cafeteria serving snacks and drinks. There is also a veranda next to the cafeteria with sitting spaces for students and staff. The college is eligible to use the sports facilities of Apostolos Pavlos High School after an agreement with the local authorities. Furthermore, students have discounted access to a local gym. As a point of improvement, the college could benefit greatly from an increase in available space for recreation, especially as the number of students is increasing. This would greatly enhance the student experience and enable students to socialize.		
3. Policy and statutes for academic student support: Students receive ongoing counselling and support from the following sources: - Tutorial Guidance: Each student is assigned a tutor/mentor who provides tailored academic advice, helps students make informed choices about their academic pathways and future aspirations, discusses career plans, and offers support in overcoming academic challenges. - Professional Services: Students have access to a variety of professional services, including the Student Affairs Office and Counselling Services, which address personal welfare needs and provide specialist support outside the academic programme.		

- Academic Advice and Guidance: academic advice is available through mentoring, feedback mechanisms, and direct access to module and course leaders. The college observes course attendance, and all students that are systematically absent are referred to their tutor/mentor.

The effectiveness of academic support is regularly evaluated through anonymous student questionnaires administered before the end of each semester. These evaluations invite feedback on all aspects of program provision, including teaching, administration, and facilities. The feedback is treated confidentially and is used to inform annual module reviews, ongoing program monitoring, and the College's four-year Internal Quality Review process.

Furthermore, there are Regular Faculty Hours, applicable for all academic staff, during which they are available to meet with students. The small number of students enables faculty accessibility, ensuring that the students can seek academic support in a timely and effective manner.

The College also provides an Orientation Day for new students, 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.

4. Policy and statutes for financial student support:

The College offers financial assistance under pre-set, specific criteria regulated by relevant policies. These criteria cover merit, financial/social standing, athletic performance as well as other characteristics (e.g. college alumni family members). Corporate scholarships are also available, upon agreements with local corporations. Furthermore, the College offers discounts for early settlement of their fees, as well as discounts for employees of partner organizations.

Awards (and relevant financial prizes) are also available for students who excel in specific fields.

Students who face financial difficulties during their studies, and find it hard to meet their financial obligations, are assisted by the college to ensure that their academic potential is not jeopardized (e.g. they are offered favorable tuition repayment schemes).

5. Counselling services:

Counselling is provided by both faculty members, by tutors/mentors, and by the Student Affair officers. When deemed necessary, students are referred to external specialists (e.g. psychologist).

6. Career office:

Students receive ongoing career support from the following sources:

- Learning Skills Development: The College supports students through workshops, CV preparation, seminars, Erasmus+ and Mobility Office activities, and external training opportunities, all aimed at developing essential interpersonal skills.

- Career Planning: The Careers Office provides advice and resources to assist students in planning their professional futures, including CV workshops, interview preparation, and networking opportunities.
- Guest Lectures: professionals from local industry are invited to speak to students, enabling them to understand what would be expected of them in the work field, as well as identifying potential career opportunities and offering networking opportunities.
- Career Day: Annual event usually held in February at the college's premises, which brings together students and potential employers.

The college also maintains a database with emails/contact details of all its alumni, and frequently generates available job positions to targeted graduate sub-groups, while tracking the career path of its alumni.

It should be noted, however, that courses do not include internships. As a point of improvement, the college could integrate such internships/work placements into their degrees, thus better preparing students for future career endeavors. This would be greatly facilitated by the strong ties the college enjoys with local community.

7. Service linking the institution with business

See above

8. Mobility office:

The College is offering placements under the Erasmus+ program. A very limited number of students from the college has taken advantage of this scheme to travel abroad. The small interest mainly stems from the high cost involved in such a transfer (only partly covered by Erasmus+ funding) and the fact that most of the students are working parallel to their studies. The college has been successful in receiving incoming Erasmus+ students, enhancing the cultural/international mix of classes.

Mobility opportunities are also utilised by Alexander College staff (both teaching and administrative).

9. Student clubs/organisations/associations:

The College has a Student Union, which serves, represents, and promotes the interests and welfare of its students. It encourages student representation and involvement in college decision-making and strives to enhance the quality of life and education for the students. The members of the Student Union are voted amongst registered students.

Small student numbers enable personal communication with all students. The college organises cultural and social events throughout the year to get the students together and enable them to socialise and network.

There are no student clubs currently active in the Paphos campus, as the small number of students means that the function of the clubs is covered by the college's admin staff.

As the college grows, however, student clubs would need to be established, to enhance student life.

10. Other services:

Students have access to a well-equipped library with physical and electronic resources, as well as access to Cyprus Libraries Consortium and Canterbury Christ Church online resources and repositories, study spaces, and research support.

Even though Alexander College does not own any student halls, it does provide assistance to students in finding accommodation, through referring them to specific local landlords with whom the college has ongoing collaboration.

Furthermore, international students are provided support for issues relating to migration (e.g. issuing visa and applicable permits) both during their intake as students and also throughout the duration of their studies.

3. Infrastructure

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

3. 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.

The library at Alexander College in Pafos is comprehensively equipped to support academic research and learning. Scholarly and research resources relevant to the various programs of study and research areas are accessible through online platforms and electronic formats. In addition to a wide range of academic literature, the library provides extensive access to peer-reviewed e-journals and specialized databases, ensuring that students and faculty can engage with current research across disciplines. Qualified library staff is available to offer guidance and assistance with research- and study-related inquiries. Where necessary, a VPN connection can be arranged to facilitate secure remote access to all electronic resources.

Several computer rooms equipped with an appropriate number of computers and the necessary software programs are available at the College.

All facilities of the Allexander College provide adequate internet connectivity to ensure seamless access to online resources and academic platforms. Printing services are also available to support students and faculty in managing their academic work efficiently. Technological support is always available to assist users in utilizing these resources effectively. Furthermore, remote access options, including VPN connections, are provided to enable secure and convenient access to digital resources from off-campus locations.

D. Guidelines on content and structure of the report

- The external evaluation report follows the structure of assessment areas and sub-areas.*
- For each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above-mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

- The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*
- In addition, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The report may also address other issues which the EEC finds relevant.

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

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

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.	5
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.	5
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.	4
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.	4
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

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The Mission Statement of the College is clearly articulated and publicly accessible. It serves as a guiding framework for institutional objectives and strategic development. The Mission Statement reflects the College's commitment to academic excellence, research, and student success. It aligns with the institution's long-term strategic goals. Furthermore, it emphasizes the College's dedication to social responsibility. In addition, the Mission Statement highlights the College's international orientation. It also underscores the College's commitment to quality assurance and continuous improvement, ensuring that academic programs and services meet high standards and evolve in response to emerging educational needs. The Mission Statement is available to all stakeholders through official publications and the College's website, ensuring transparency and accountability.

Strategic planning at the College is implemented as a cyclical and dynamic process. It considers the institution's mission and vision, internal capabilities, and the external environment. This process involves setting strategic goals and objectives, developing actionable plans, and establishing adequate mechanisms for regular monitoring, evaluation, and adaptation. Through

this approach, the College ensures alignment with its core values and responsiveness to emerging challenges and opportunities.

The institution's strategic planning encompasses short-, medium-, and long-term goals and objectives, which are systematically reviewed and adapted on a regular basis. This iterative process ensures alignment with the College's mission and vision, responsiveness to internal and external developments, and continuous improvement in achieving institutional priorities. Stakeholder engagement is an important part of this process, involving faculty, staff, students, and external partners to ensure that strategic decisions reflect diverse perspectives and meet the needs of all constituencies. Furthermore, the strategic planning process is closely linked to the institution's quality assurance framework, ensuring that goals and actions are monitored, evaluated, and refined based on measurable outcomes and established standards of academic excellence.

The offered programs of study are fully aligned with the aims and objectives of the Institution's development. Each program is designed to reflect the College's commitment to academic excellence, innovation, and responsiveness to societal and professional needs, ensuring coherence between institutional goals and educational provision. Furthermore, the programs adhere to internationally recognized academic standards and best practices.

The academic community plays an active role in shaping and monitoring the implementation of the Alexander Colleges development strategies. Faculty, staff, and students are engaged in collaborative processes that ensure transparency, inclusivity, and responsibility for institutional progress. While governance structures provide a framework for these processes, there is recognition that they can be further clarified and streamlined in the future to enhance efficiency and accountability. Although students across all disciplines support Alexander College strongly, there is some space for further strengthen student involvement on an intuitional level, ensuring that their voices are systematically integrated into governance and strategic planning processes. Moreover, the College maintains strong and well-established relationships with public administration, industry, and society, which support its mission and create opportunities for collaboration, internships, and applied research.

Involvement in the development strategy is a core principle of the Institution's governance and quality assurance processes. Academic and teaching staff play a crucial role in both the development and execution of the courses within each program, ensuring academic rigor and alignment with institutional objectives. Students are represented through Student Voice Councils. Alumni are also involved, contributing valuable insights from professional practice to enhance program relevance and employability outcomes.

The mechanism for collecting and analyzing data and indicators required for the effective design of the Colleges academic development is both adequate and efficient. It ensures that relevant quantitative and qualitative information is systematically gathered, evaluated, and utilized to inform strategic decisions, curriculum enhancement, and quality assurance processes. This evidence-based approach supports continuous improvement and alignment with institutional goals and international standards.

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.	5
1.2.3	The Institution ensures that its operation and activities have a positive impact on society.	4
1.2.4	The Institution has an effective communication mechanism with its graduates.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Alexander College has established effective mechanisms to assess the needs and demands of society and integrates these findings into its academic and operational activities. This includes regular engagement with different external stakeholders, and consultation with industry and public administration to ensure that their programs remain relevant and responsive and attractive.

The Public Relations Office and all the members of the teaching and research staff actively promote and coordinate College events in collaboration with various stakeholders, including the Cyprus Youth Board and local municipalities. These partnerships strengthen community engagement, enhance the visibility of the College, and foster meaningful connections between the College and society. Through these initiatives, Alexander College demonstrates its commitment to outreach, social responsibility, and the creation of opportunities for cultural and educational exchange.

Cooperation and joint activities between Alexander College and its external partners have a huge positive impact on society.

Effective and systematic communication mechanisms are in place to maintain contact with graduates and support continuous information exchange.

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.	5
1.3.2	The Institution has a two-year growth budget that is consistent with its strategic planning.	5
1.3.3	Planning academic staff recruitment and their professional development is in line with the Institution's academic development plan.	5
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.	4
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

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

It was found that Alexander College has effective procedures and measures in place to attract and select qualified teaching staff. These processes ensure that faculty members possess both the required formal qualifications and the professional expertise necessary to competently and effectively fulfill their teaching and research responsibilities.

It was confirmed that the institution maintains a two-year growth budget aligned with its strategic planning. This demonstrates a clear link between financial planning and the institution's long-term objectives (see excel two years budget).

Alexander College demonstrates an adequate approach to academic staff recruitment and professional progress, which is aligned with its academic development plan to support long-term educational and research goals.

Alexander College has implemented an effective strategy for attracting students, including high-achieving candidates from Cyprus. Its strategy encompasses participation in national and regional education fairs, year-round visits to high schools and technical schools by experienced staff and faculty, and the provision of specific scholarships for Cypriot students.

(4year)Expected Numbers and Place of Origin (students): 400-500. 150 (EU+International, India, Pakistan, China) , 250 Cy

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

See text above

Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

The EEC finds full compliance and commends the institute with respect to the following:

- Stakeholders, including staff and students, are actively engaged in the strategic development process
- Alexander College demonstrates strong engagement with society, hosting activities and events in collaboration with local authorities, the Cyprus Youth Board, and the hospitality industry (e.g., Hotel Owners Association)

- Alexander College has effective procedures for attracting qualified staff, with 13 out of 15 BA/MBA instructors holding a doctorate. Special teaching staff hold master's degrees and offer significant industry and teaching experience
- Programmes of study addressing labour market needs, employer expectations, and emerging academic fields (e.g., CSR, VR, hospitality trends).

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The EEC finds that funding processes for the operation of the Alexander College, the continuous improvement of the excellence of its programs of study and the research are adequate. Furthermore, there is a strong leadership commitment to financial sustainability, as evidenced by the Board President's active involvement. However, it could be beneficial to implement a comprehensive financial sustainability strategy, including risk analysis, contingency planning and a periodic financial health review at Board level to monitor progress and adjust strategies proactively

Alexander College has implemented a multi-channel to attract also international students, including high-achieving international candidates. The strategy includes participation in international education fairs; international outreach visits to target countries; organization of Open Days and webinars; comprehensive communications campaigns across social media, TV, radio, newspapers, and magazines; availability of specific scholarships for international students. This approach reveals a coherent alignment between strategic recruitment objectives and operational activities across marketing, admissions, and academic units. Nevertheless, in the future the evidence of a standardized key performance indicators (KPIs) could be further enhanced that links specific activities (e.g., fairs, webinars) to yield metrics such as applications, offers, acceptances, and enrolments by the different disciplines.

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	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

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

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.	5
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	5
	2.1.4.2 Research	5
	2.1.4.3 The connection with society	5
	2.1.4.4 Management and support services	5
2.1.5	The quality assurance system promotes a culture of quality.	5

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.	5
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

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Alexander College has a publicly available quality assurance policy that forms an integral part of its strategic management framework. The policy outlines principles, processes, and responsibilities for maintaining and enhancing academic standards and program quality.

Alexander College has established an internal Quality Assurance Committee that oversees quality-related processes. The approval and operation of study programs are governed by a structured procedure that involves academic staff, students, industry professionals, and other relevant stakeholders, ensuring alignment with academic standards and market needs.

Alexander Colleges quality assurance policy explicitly supports the prevention of intolerance and any form of discrimination against students and staff, thereby promoting an inclusive and equitable academic environment (Inclusion, Diversity and Non-Discrimination Policy, Policy on Academic Integrity. The upholding of gender equality and non-discrimination throughout all organizational levels, encompassing both staff and student communities, are crucial.

The quality assurance system comprehensively encompasses all functions and sectors of its activities, ensuring systematic oversight and continuous improvement across academic, administrative, and support services (quality assurance in relation to learning resources; quality assurance and control of the learning process; on student's feedback; policy on academic integrity).

By integrating quality principles into its governance and operational structures, the quality assurance systems advance a culture of academic consistency and institutional superiority.

Alexander College consistently implements predefined and publicly available regulations governing the phases of the student life cycle, including admission, progression, recognition, and certification. The quality assurance systems promote a quality-driven culture through explicit policies addressing plagiarism and the responsible use of artificial intelligence, complemented by well-defined student grievance processes that uphold fairness, inclusivity, and accountability.

Admission criteria and processes are formally adopted and publicly accessible, guaranteeing fairness and accountability. Additional provisions for international students are explicitly articulated and integrated into the institutional framework. In accordance with the Lisbon Recognition Convention, Alexander College ensures that recognition procedures support academic mobility and uphold international standards of fairness and transparency.

Following successful completion of the program, graduates obtain official documents verifying and detailing the credential earned.

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.	5	
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.	5	
2.2.4	The results from student assessments are used to improve the programmes of study.	5	
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.	5	
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.	5	
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	5
	2.2.10.2	Library	5
	2.2.10.3	Rooms for theoretical, practical and laboratory lessons	5

	2.2.10.4	Technological infrastructure	5
	2.2.10.5	Support structures for students with special needs and learning difficulties	5
	2.2.10.6	Academic Support	5
	2.2.10.7	Student Welfare Services	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

For student welfare and wellbeing, see previous section in this report.

The EEC commends Alexander College for Quality Assurance systems and the implementation thereof. The partnership with CCCU is a further safeguard for all policies, processes and strategies with respect to quality assurance. The EEC found best practices at Alexander College.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

See text above.

Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

The EEC commends the institute for the following strengths:

- the QA policies and implementation is robust involving internal and external experts and including the feedback from various stakeholders, showing a strong commitment to continuous improvement across the board
- strong commitment to inclusion and non-discrimination, supported by specific institutional policies on diversity, equality, and academic integrity
- academic integrity and ethical conduct are reinforced through dedicated policies addressing plagiarism and the responsible use of AI, supported by structured grievance procedures
- transparency throughout the student life cycle, including clear policies for admission, progression, credit recognition, and certification, published and consistently applied

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The EEC strongly recommends Alexander College to define and monitor KPI's to specifically assess the impact of QA policy on program quality and institutional performance.

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)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

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.	4
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.	3

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

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The organizational structure adheres to the legislation in force and is congruent with the Alexander College's articulated mission.

Administrative and teaching (& research) staff, are involved in the management of the institution to an appropriate degree and in accordance with defined procedures. In order to ensure ongoing enhancement of programs and institutional quality in a student-focused environment, student feedback on significant matters is gathered biannually and analyzed by the Alexander College Academic Council, Student Affairs, Professional Services, and Program Team.

The current administrative and academic committees act in a very good collaboration, steadily, passionately and far beyond what is legally required.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

See text above.

Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

The EEC strongly commends Alexander College with respect to the administrative, teaching (& research) staff being very competent, professional, highly qualified and very engaged.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The EEC has two recommendations with respect to administration.

The EEC strongly encourages Alexander College to further strengthen student involvement. Students are very satisfied with the courses, the staff, their reliable support and sincerity, although there is space to further enhance the student's structural involvement in the management of the College. As an incentive, consideration could be given to awarding ECTS credits for students' engagement in activities that support the College.

Furthermore, the institutional structure could benefit from further development, notably through the establishment of a Senate.

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

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
- 3: Partially compliant
- 4 or 5: Compliant

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.	5
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.	5

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).	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The institution has in place a reliable system for design, approval, monitoring, and review of programmes of the study. Programme development involves the Academic Board, Quality Assurance Committee, and external stakeholders. Curriculum updates are informed by labour market trends, feedback from employers, and evolving academic standards, ensuring programmes remain relevant and high quality. Changes are documented, approved, and implemented through formal procedures.

There is clear evidence that student feedback is regularly collected through surveys, module evaluations, and the Student Voice Council.

All programmes align with national legislation, Cyprus Agency for Quality Assurance and Accreditation in Higher Education (CYQAA) guidelines, and European Standards and Guidelines (ESG). Where applicable, programmes meet sector-specific professional standards, and qualifications are aligned with the European Qualifications Framework (EQF).

The integration of theory and practice is evident through practical components incorporated in the curriculum, including hands-on workshops and a significant number of visiting guest lecturers who are specialists from relevant industries.

Assessment strategies are well aligned with intended learning outcomes and the relevant EQF levels. Diverse assessment methods (e.g., written assignments, presentations, exams, and practical work) are used. Policies on academic integrity, grading criteria, and reassessment are in place and consistently applied.

4.2 Organisation of teaching		1 - 5
4.2.1	The Institution establishes student admission criteria for each programme, which are adhered to consistently.	5
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.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
4.2.4	The teaching staff of the Institution have regular and effective communication with their students.	5

4.2.5	The teaching staff of the Institution provides timely and effective feedback to their students.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. Admission criteria are clearly defined, publicly available, and consistently applied across all programmes. In addition, all international students are required to complete an English Foundation programme prior to starting their studies, ensuring adequate language skills and academic preparedness. Clear procedures are also in place for the recognition of qualifications and credentials, supporting transparency and consistency in admissions. Class sizes are kept appropriately small, with a reported student-to-teacher ratio of approximately 15:1, ensuring effective interaction and engagement. Facilities support both lecture-based and practical learning. Faculty members are accessible through office hours, email, and learning platforms. Students confirmed during interviews that academic staff are supportive and approachable.		

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

See text above.

Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

A clear strength of the institute is its ability to give the required support, structure and guidance to both students and teaching staff through the infrastructure provided by the college in an outstanding manner. Furthermore, the learning outcome orientation allows the teaching staff to identify and support students' needs providing an optimal learning experience for each student.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The EEC recommends the introduction of structured internships that grant ECTS credit, ensuring that all students have the opportunity to systematically apply their theoretical knowledge in real-life professional environments. This would further enhance academic experience and strengthen employability outcomes.

The EEC suggests that the organisation of internship opportunities for students could be optimised by ways of possible cooperations with companies and public administration (external stakeholders) and the Student Union in the relevant fields of study and practice.

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

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

5. Teaching Staff (ESG 1.5)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

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.	5
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.	5
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.	4
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 special teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	5

5.9	The number of special scientists on lease services subject areas adequately support the Institution's programmes of study.	N/A
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. The college has the required number of teaching staff who are fully qualified. The number of full-time and part-time staff meets the programme's requirements. The qualifications of the teaching staff align with the programmes' objectives. However, the large number of programmes offered by the college requires academic staff with a variety of backgrounds. Most lecturers have a PhD or are planning to start a PhD. The recruitment of teaching staff follows transparent procedures. The teaching methods used in the programmes adhere to quality standards. These include traditional learning methods, student involvement, thorough case studies and brainstorming, as well as other student-centric approaches. The college pays great attention to research, and the results of projects and publications are used in teaching. Many staff members have published materials, some of which have appeared in indexed journals. They have also attended international conferences. These materials are used to improve teaching quality. The institution pays great attention to mobility programmes and has a high number of incoming teachers. The EEC recommends that the institution evaluates whether an upper limit should be introduced to incoming flows, while encouraging the institution to increase outgoing flows. Academic Staff Full Time: 9 Part-time: 13 Special Teaching Personnel (Scientists): 2 Visiting Professors: N/A Click to add text		

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

See text above

Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

The EEC commends the Alexander College with respect to:

- teaching staff being well suited to the programmes' needs
- mobility programmes demonstrating great vitality
- academic staff incorporating research outputs and material from publications into their teaching.

The College is run and supported by highly qualified and enthusiastic teaching staff. The research strengths and abilities of the teaching staff provide a strong support for the future's outstanding teaching quality. EEC further finds that promotion opportunities exist reflecting the existence of clear career progression opportunities within the institution.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The EEC recommends the institution to carefully consider:

- setting targets for the number of academic staff involved in mobility programmes
- the need to (further) strengthen the number of teachers for certain programmes or discipline areas (hospitality and marketing) as student numbers will increase in the future given the institution's explicit growth strategy
- a more formalised process for addressing challenges associated with workload of teaching and research staff

Please select what is appropriate for the following assessment area:

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

6. Research

(ESG 1.1, 1.5, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
- 3: Partially compliant

4 or 5: Compliant

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.	5
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.	4
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.	4
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.	5
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.	5
6.11	The programmes of study implement the Institution's recorded research policy.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

The college at Pafos places great importance on research. There is a clear, well-formulated research strategy, and members of academic staff must sign a research contract setting out targets for their own scientific output.

The college at Pafos provides high-quality research facilities, including rooms, laboratories, and a library stocked with books and journals, as well as access to databases. The college demonstrates its ambitious research objectives by encouraging and supporting mobility programmes. A significant proportion of scientific output has been published in peer-reviewed and reputable journals and incorporated into internal teaching. Financial resources have been allocated to research, enabling the implementation of research policies.

The college at Pafos includes a number of stakeholders who are directly involved in preparing policies and assisting with the implementation of institutional objectives. Local public organisations and businesses help and support students during and after their studies. They have expressed enthusiasm and support for further involvement.

The Pafos campus could benefit from specialising in certain areas to better interact with and benefit the local community. Stakeholders have expressed a willingness to increase their level of formal and informal networking with Alexandros College, for example by creating joint national and EU projects and cooperating in setting up a company incubator.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

See text above.

Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

The EEC commends the Alexander College with respect to the following:

- clear and ambitious research policy
- members of academic staff supporting the research policy
- the infrastructure and facilities being aligned with the research policy
- the mobility programmes being aligned with the research goals

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The EEC recommends the institute to implement its explicit research strategy taking into account that (1) some areas or disciplines need further strengthening (marketing, hospitality, management/business development of life sciences) and (2) that the leading position it has with respect to computer sciences/ gaming and law may require specific further investments.

Please select what is appropriate for the following assessment area:

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

7. Resources (ESG 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
7. Resources		1 - 5
7.1	The institution has sufficient financial resources to support its functions, managed by the Council/Senate.	5
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.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

The EEC finds overall compliance. The institution does have adequate resource that ensure its development in the future. However, giving the fragmentation of programmes and the low number of students in some programmes, a careful management strategy should be brought in in the future to make sure that the institution's expansion will succeed.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

See text above.

Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

The EEC identifies the strong and committed ownership as a clear strength of the institute.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The EEC strongly recommends the college to pay great attention to the implementation of a comprehensive management strategy taking into account the number and fragmentation of programmes. This comprehensive strategy has to include sensitivity (scenario) and risk analysis.

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

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the Institution under review may be achieved.

The EEC finds full compliance with all standards and commends Alexander College for this achievement.

The EEC believes that the present course of action is ambitious and adjusted to the institution and made explicit in the institution's strategy, vision and mission. However, the EEC recommends the institution to introduce rigorous monitoring processes in order to assure and safeguard its ambition for the future.

Alexander College's Pafos Campus has been developed as an extension of the Larnaca Campus, which is logical: the knowledge and operations developed at Larnaca should also be successfully implemented at Pafos.

However, it should be noted that the Pafos campus should build on the situation in Larnaca rather than simply duplicating it. When considering the situation in Pafos, some programmes may need to be adjusted in terms of market size and operations. Also, the number of students at the Pafos Campus should increase to ensure the viability of the study programmes. Furthermore, stakeholder involvement appears to be an effective means of fostering collaboration and establishing an incubator for spin-off companies.

The most important capital is the human and intellectual capital (next to, of course, adequate physical and financial resources).

The EEC is confident that Alexander College and its leadership fully understand that academic and administrative staff should continue to find the right support and will be rewarded accordingly, in order not to jeopardize its present source of growth and success.

In this context the EEC can also advise the institution and its leadership to keep on emphasizing continuous improvement, periodic evaluations and proactive measures for research, teaching and administration in order to underpin sustained success and to fortify any transformational process the institute decides to engage in.

To conclude, the EEC would like to congratulate the Alexander College community for the enthusiastic forward-looking approach of students, staff and stakeholders in concert with reliability, sustainability, trust and innovation as necessary values for success. The institute is clearly purpose and positive impact driven and academically as well as administratively supported.

F. Signatures of the EEC

Name	Signature
Philip Vergauwen	
Brigitte Tag	
Carlos Costa	
Emilia Shelegeda	
Kleantis Pissarides	
Michalis Trypiniotis	

Date: Thursday, January 15th 2026