Doc. 300.2.1

Date: 24.06.25

External Evaluation Report (Institutional)

- **Higher Education Institution: Global College**

- **Town: Nicosia**

- **Institution Status:** Currently Operating

A. Introduction

This part includes basic information regarding the onsite visit.

The EEC were provided with full documentation prior to the visit. The EEC held a preliminary remote meeting on the 17th June to discuss the evaluation process and plan the visit.

The site visit took place on 23rd June 2025. During the visit the EEC held meetings with: the College leadership, programme leaders, academic staff, stakeholders, students, administrative and QA staff. The EEC also had the opportunity of conducting a comprehensive tour of the buildings and physical resources. All meetings were productive and constructive, and the EEC wishes to thank all those who participated in them.

The EEC wishes to thank the College for the comprehensive information that was provided prior to the visit and the clear and well-focused presentations that were provided to the EEC during the visit.

B. External Evaluation Committee (EEC)

Name	Position	University
Alexander Wright	Professor of Architecture	University of Bath
Giuseppe Di Fatta	Professor of Computer Science	Free University of Bozen-Bolzano
Vasiliki Kefala	Professor of Aesthetics and Cosmetology	University of West Attica
Michalis Trypiniotis	Building Infrastructure Expert	A.F.Modinos & S.A. Vrahimis Chartered Architects and Engineers
Vassilis Protopapas	Director of Services for Academic Affairs and Student Welfare	Cyprus University of Technology
Christoforos Prokopiou	Student of Electrical Engineering	University of Cyprus

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		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.

General
The buildings have used by the college since 2005 and do have a of Final Approval Certificate by the local authority which means the premises are as per the official planning applications. The planning application was intended for change of use of the facilities from their previous use to educational buildings.

1.1.2 Operating License
Provided.

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1.1.3.1 Visual Inspection Form E.O.E 102
Provided
The form was originally submitted with the application to CYQAA in 2019 but has been resubmitted with a 2025 date as requested. The premises inspection was conducted with the institute's civil engineer. All facilities meet both CYQAA guidelines and local authority requirements for educational buildings.

1.1.3.1 Visual Inspection for the Building's Seismic Sufficiency Form Ε.Ο.Ε.Σ.Ε.Κ 103
Provided
The form was originally submitted with the application to CYQAA in 2019 and has now been resubmitted with a 2025 date as requested. During the premises inspection conducted with the institute's civil engineer, minor defects were observed on the external walls of the toilets on the eastern side. The institute's civil engineer reported that the building undergoes annual maintenance and that repairs to these cracks are scheduled for completion within 2025. While the cracks do not currently compromise the building's structural integrity, they should be addressed promptly to prevent future structural concerns.

It should be noted that the buildings were designed and constructed prior to the current seismic design code. However, they have been deemed satisfactory according to the Visual Inspection for Building's Seismic Sufficiency Form E.O.E.S.E.K 103. All facilities comply with CYQAA guidelines and local authority requirements for educational buildings.

1.1.3.3 Inspection Certificate Form 104
Provided.
This certificate represents the official results of the Form 102 and Form 103 inspections.
1.1.3.4 Fire Safety Certificate, issued by the Fire Department
Provided.

During the facilities inspection numerous fire safety measures were observed:

1. Fire equipment including:
   o Smoke and heat detectors
   o Fire blankets
   o Up-to-date serviced fire extinguishers
2. Emergency exit features:
   o Clear and visible fire exit signs in all areas
   o Fire exit doors leading to safe, open spaces
   o Some fire doors equipped with emergency push handles, unlocked from inside but secured from outside
3. Evacuation procedures:
   o Evacuation plans displayed in common areas
   o Clear, unobstructed pathways to safe zones

Additionally, the premises are utilized by the Cyprus Fire Service for conducting lectures, which ensures that proper fire safety protocols and measures are implemented and maintained.

1.1.3.5 Certificate for Adequate Electrical and Mechanical Installations, issued by the Electromechanical Department

Certificate for the electrical installations was submitted.

A certificate for the lifts was submitted however the date is 2019. This was the certificate valid at the time of the application to CYQAA. The college to resubmit current certificate and to apply any comments or recommendations on the certificate.

No gas equipment or gas storage in the premises.

Final Comments

The facilities intended for Global College use are in fair condition overall.

The site offers adequate parking, including designated spaces for disabled individuals, and features wheelchair-accessible ramps throughout the building.

It is recommended that the college requests from the local authority to repaint the pedestrian zebra crossing on the public road to improve visibility and enhance safety for users (who are predominantly Global College students). It should be noted that the maintenance and condition of the zebra crossing is the responsibility of the local authority, not the college.

No visible signs suggesting structural integrity issues were observed during the inspection.

The building is equipped with sufficient restroom facilities, including those adapted for disabled users.

Photographs to support all the above listed in Section 1 Building Facilities are available upon request for Global College facilities in Nicosia, Cyprus.

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.		
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	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	Poor
2.10	Other services	Satisfactory

Justify the answers provided for the student welfare services by specifying (if any) the deficiencies.

The College employs qualified staff and has developed policies based on many years of experience in the higher education sector. It aims to operate with a student-centred approach; however, certain gaps remain, especially in areas that affect student life and well-being. These are particularly important given that around half of the student body consists of international students from third countries, who generally require more structured and targeted support.

Student recreational spaces are limited. The only dedicated area is a small but functional café-restaurant. The room designated as a "gym" is currently empty and lacks any basic fitness equipment or infrastructure. The outdoor sports fields at the Olympion School in Palaiometocho are far away and thus not ideal for a college with over 1,000 full-time students. If student numbers increase we suggest the provision of recreational spaces is reviews to ensure provision is proportionate to the overall student population.

In terms of accommodation, the College does not provide dormitories, nor does it have partnerships with housing providers. As a result, many international students —

particularly from India — share crowded apartments in the old city of Nicosia, often in housing conditions that are far from ideal.

Suggested areas for improvement

1. **Better support for international student housing**
A more active role is suggested in helping international students find safe and adequate housing. Ideally, the College should also establish a system to monitor the living conditions of these students.
2. **A functional on-campus gym**
A small but properly equipped gym would improve both physical health and social life for students. At a minimum, the College could consider working with a nearby private gym to offer students discounted access.
3. **Improved mental health referral mechanisms**
While no serious incidents have been reported, it is important to have systems in place to identify students who may need psychological support. The current lack of referrals suggests that issues may be going unnoticed.
4. **More student life activities, especially for international students are encouraged.**
Organising excursions, cultural outings, or wellness events would help build community and support integration — particularly for those students living far from home.
5. **Creation a student life micro-fund should be considered.**
A small annual budget (e.g., €10,000) could be used to pay students on an hourly basis to help run events and activities. This would strengthen student life while also providing modest financial support.

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.		
Click to add text		

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 thequality 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.	3
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.	4
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.	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

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

Whilst we acknowledge the institution's current mission statement as reflecting its core activities, we suggest that there may be some benefit in revisiting the mission statement.

The EEC would hope that a statement that more fully reflects the distinctiveness of the institution could be prepared. We suggest it might usefully be more aspirational in guiding the ambitions of the college. Ideally, revising the statement might provide an opportunity for engagement with all staff and key stakeholders in articulating a mission which has broad support and relevance to the College's future development.

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.	3
1.2.2	The Institution provides sufficient information to the public about its activities and offered programmes of study.	4
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.

The EEC found evidence of significant engagement with a range of stakeholders at various levels. However, we suggest that the College prepares a list of its core stakeholders, by which we mean those stakeholders which have role to play in the development of the Institution and its programmes.

We suggest that there may be benefit in having a more formal structure of engagement with these stakeholders, perhaps annually or biannually, when all these stakeholders can meet with members of the College to discuss objectives and development plans.

1.3 Development processes		1 - 5
1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach research and effectively carry out their work.	4
1.3.2	The Institution has a two-year growth budget that is consistent with its strategic planning.	4
1.3.3	Planning academic staff recruitment and their professional development is in line with the Institution's academic development plan.	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.	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.

Click to add text

-       Expected number of Cypriot and international students
-       Countries of origin of international students and number from each country

- Number of Cypriot and International students (Spring 2025):

526 Cypriots and 587 International students and 9 Europeans

- Countries of origin of international students and number from each country:

A/A Country of Origin Number of students

Bangladesh 3

China 1

India 528

Nepal 39

Pakistan 11

Sri Lanka 2

Iran 2

Syria 1

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Findings

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

Overall, the Panel was impressed by the clarity and coherence of the institution's academic profile and orientation.
We noted that College's planned development of its distant learning provision, the rationale for which we found to be appropriate.
We noted the broad balance maintained between Cypriot and overseas students and the institutional plans to attractive a larger number from Greece. We also noted the relatively large proportion of overseas students who come from India.

Strengths

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

The EEC noted that the portfolio of programmes offered by the college includes two areas where the College is delivering largely unique courses and where it is clearly the lead institution in its field. These areas are specifically related to Security Management and the MA in Creative Arts. The expressed objectives of the College are to maintain the strength in these programmes, to continue to develop the potential in its other existing programmes and to introduce new programmes which are distinctive and provide unique student offers. We found these objectives to be well considered and entirely appropriate to 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 College undertakes a review of its mission statement, with the engagement of staff and key stakeholders, with a view to articulating its distinctive and ambitious mission.

We suggest the College establishes a Stakeholder Advisory Board to formally incorporate stakeholder engagement within the development planning of the institution.

We suggest the College continues its efforts to diversify its student intake.

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

Sub-Area	Non-compliant / Partially Compliant / Compliant
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.		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	5
	2.1.4.2	Research	4
	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.		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.		4

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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.	4

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

Click to add text

2. Quality assurance

2.2 Ensuring quality for the programmes of study		1 - 5
2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Institution lies with the teaching staff.	4
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Institution are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective.	4
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.	4
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.	4
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

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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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	4
	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

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

Click to add text

Findings

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

The EEC noted the potential new building for the College, which is at the planning stage, and which has the potential to significant increase the physical resources of the institution.

Strengths

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

The EEC found evidence of generally high standards in Quality Assurance processes and management. Programme coordinators manage feedback of the students effectively. These includes biannual feedback for a high proportion of the students which informs quality management.

There is a highly experienced team which contributes to the management of quality processes in place.

Areas of improvement and recommendations

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

Global College publishes the principles, the guidelines and the procedures adopted on Quality Assurance in the institutional web pages (https://globalcollege.ac.cy/internal-quality-assurance/).

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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The composition of the Internal Quality Assurance committee indicates the presence of 7 members with one representative of the student body, while Table 11 indicates the presence of 8 members with two representatives of the student body. While this is not negative at all, however the guidelines could be corrected to indicate that "at least one" representative of the student body is included for consistency.

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

Sub-Area	Non-compliant/ Partially Compliant/Compliant
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.	4
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of 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.	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.	4
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.	4

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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3.8	The administrative structure is in line with the legislation in force and the Institution's declared mission.	4

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

Findings

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

The is no Council or Senate in this context, and so the EEC's evaluation in instances where these bodies are cited is with respect to the applicable academic and administrative committees.

Overall, the EEC witnessed a highly competent and effective administrative team across all areas, including IT, academic affairs, student affairs and staff management and development.

The EEC appreciates the thoroughness of the administrative structure to function as a college.

Based on the evidence provided we are confident that there is academic autonomy in relation to the organisational, financial and legal boundaries.

Strengths

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

A core strength of the College is the coherence and quality of its team of administrative staff.

•   Extensive, well-documented organisational structure.
•   Good understanding and implementation of procedures
•   Compliance with the legislative and regulatory framework.
•   Administrative systems appear to be in place to record data and monitor activities.

Areas of improvement and recommendations

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

Many institutional are currently reviewing their assessment mechanisms and processes in light of the increasing use of AI in all areas of work. The College is clearly mindful of these challenges, and we encourage you to continue to develop your assessment mechanisms and practices in order to ensure they are robust in the context of increasingly sophisticated applications of AI.

Organisational changes must be monitored, evaluated and improved as necessary over time to ensure their appropriate modernization.

Please select what is appropriate for the following assessment area:

Assessment Area	Non-compliant/ Partially Compliant/Compliant
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.

Click to add text

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

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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.	4
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. Click to add text		

Findings

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

Based on the overview of the interviews and documents, we have the impression that the planning and organisation of the teaching programmes is executed in a clear way.

Courses are assessed and evaluated in compliance with the appropriate levels of those programmes.

Some courses have been taught for many years so it was possible to evaluate their development organise over an extended period. The learning and teaching is organised in an adequate way and detailed procedures are evident relating to the grading, appeals procedure, and assessment implementation.

Organisation of teaching is appropriate.

The teaching staff of the Institution provide timely and effective feedback to their students.

Strengths

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

The programmes are well-tailored to prepare graduates for industry and the professional development. This is evidenced in the high levels of employability associated with the college's programmes.

At the programme level the engagement with specific stakeholders is extremely positive and effectively managed to the benefit of the programmes.

Several programmes are largely unique to the College and these represent a key element of the Institution's distinctiveness and strength.

Additional strengths include:

- 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.
- Teaching processes are mainly organised in relatively small groups and with intensive teaching practices.
- The contact between staff and students is very well organised.
- A good pastoral support system is in place.
- Organisation structure is efficient.
- Well established teaching practices are adopted

Areas of improvement and recommendations

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

We encourage the College to be creative and innovative in its approach to AI and how AI may be beneficially embedded within its programmes. The students reported they habitually use various forms of AI within the workplace. We encourage the College to ensure that your graduates are equipped to be critically reflective with respect to the role of AI, and agile in adopting or exploiting it in their professional and academic lives. Staff expertise with respect to AI should be a consideration in staff development and future staff recruitment.

We noted the short, professionally focused course you currently run over 3-5 days. We suggested that there may be value in exploring how the College might expand its offer of Continuing Professional Development (CPD) courses to suit those currently in work. The hope that this would be with a view to developing and income stream from such CPD offerings, whilst also contributing to your knowledge transfer activities. Distance learning options may prove suitable for some enhanced CPD offers, in order to maximise access opportunities.

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

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

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

Click to add text

- Number of academic staff working full-time and having exclusive work: 16
- Number of Special teaching staff working full-time and having exclusive work:4
- Number of Visiting Professors: 8
- Number of Special Scientists on lease services: 20

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

Overall, the EEC was impressed with the quality of the teaching staff. We noted the student staff ratio of 8:1 for practical classes and typically 12: 1 for other classes.

Strengths

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

A core strength of the College is its staff. We found considerable evidence of outstanding levels of student support and student engagement across all programmes.

There is well-balanced, experienced and expert staff team. This includes both full and part-time staff, which together offer high quality educational experiences for the College's students. This is reflected in the very high levels of student satisfaction reported by the students.

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 encourages the College to maintain its profile and development of staff.

Please select what is appropriate for the following assessment area:

Assessment Area	Non-Compliant/ Partially Compliant/Compliant
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		1 - 5
6. Research		
6.1	The Institution has a research policy formulated in line with its mission.	4
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.	4
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.	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.	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.	3
6.8	The Institution provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	3
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.	4

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 EEC appreciates the context in which the College undertakes research activity.

We did not identify an Ethics Committee, or Ethics Officer, within the structure of the institution which has oversight of issues related to ethics in research activities.

There appears to be scope to improve knowledge exchange and transfer within the activities of the College.

Findings

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

We acknowledge that the research context for the college is similar to other Cypriot colleges. The institution is a teaching intensive organisation that is focused in vocational areas and on specific professional requirements. Research activities can be beneficial to the master's level programmes, albeit that practice-led teaching is a characteristic pedagogical approach within the College.

Strengths

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

The College has a suitable environment to leverage its engagement with innovative and cutting-edge practice in specific professional disciplines.

Areas of improvement and recommendations

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

We suggest that the Institution should review its research activities in order to establish a research plan which is well suited to its character and distinctiveness as an institution.

We are aware that pure academic research, and the creation of new knowledge, is a highly competitive area within higher education and one in which competition among long-established, research-intensive institutions is fierce. We therefore suggest that any review of the institution's research activities might usefully focus on areas such as, innovation, knowledge exchange, impact and dissemination.

With this in mind we offer the following suggestions of areas for possible development.

We noted that the College currently runs various successful workshops which have direct relevance to industry and attract high level contributors and participants. These typically appear to be on subject areas or issues aligned with the College's core strengths. We suggest that there may be benefit in developing such workshops as practice-focused conferences. With some academic time devoted to them, they would hopefully prove suitable to producing a range of outputs that would demonstrate impact, knowledge exchange and dissemination of evolving best practice. Outputs might include proceedings from the events, or case studies related to them, with either being eminently suited to publication. We suggest that there may also be the potential for some of these events to be revenue generating, thereby helping the College to diversify its incoming stream.

We noted that currently there appears to be no formal process whereby full or part-time staff are encouraged to bring consultancy activities within the umbrella of the Institution. Many institutions include consultancy as a key element of their research activities. The College may wish to explore if a system could be introduced which both benefitted the College and its staff in developing consultancy activities. These may, over time, also help to diversify the income stream of the College and such activities may also help demonstrate institutional impact and knowledge exchange.

The EEC suggests the College establishes an Ethics Committee, or designate Ethics Officer, in order to have a committee, or person, identified as have a coordinating role for ensuring research activities have the benefit of some form of formal ethics approval.

Please select what is appropriate for the following assessment area:

Assessment Area	Non-Compliant/ Partially Compliant/Compliant
6. Research	Partially 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.	4
7.2	The Institution follows sound and efficient management of the available financial resources in order to develop academically and research wise.	4
7.3	The Institution's profits and donations are used for its development and for the benefit of the university community.	4
7.4	The Institution's budget is appropriate for its mission and adequate for the implementation of strategic planning.	4
7.5	The Institution carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	4
7.6	The Institution's external audit and the transparent management of its finances are ensured.	4
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	4

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

Click to add text

Findings

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

The Institution demonstrates a solid foundation of financial and material resources to support its current academic and administrative operations. The on-site visit confirmed the existence of well-maintained facilities, adequate teaching rooms, and laboratories, supported by appropriate licensing and regulatory documentation. Infrastructural elements

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are compliant with national standards. While digital infrastructure is present, it could benefit from continuing periodic upgrades to meet the evolving academic and technological demands.

The available resources for the development of facilities and the recruitment of new staff suitable for the needs of a college derive largely from student tuition fees and income from the cafeteria. The budgets appear adequate for the goals that have been set. However, the implementation of plans for staff expansion requires ongoing attention.

With regard to the market research to assess the risk and sustainability of the programmes the EEC would like to support a further development of business intelligence, whereby attention for potential geographical target areas can be more selective and focused. Also, prudent competitor analysis is required to compare with similar colleges.

The EEC noted that financial support is available to faculty members for career progression and development.

Strengths

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

- The Institution provides adequate physical facilities with a strong emphasis on accessibility and compliance.
- Financial management appears responsible and aligned with strategic objectives.
- Student support services (e.g., counselling, career office) are functioning and visible to the student body.
- Evidence of systematic infrastructure planning and allocation of resources according to departmental needs.

Areas of improvement and recommendations

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

- Digital infrastructure: There is room for further development of the e-learning platforms and IT systems to better support hybrid and distance learning models.

The EEC suggest that there may be the opportunity to achieve greater diversity in funding sources (e.g., non-teaching funds), this might include sources such as:

Research activities

Private sector entities and businesses

Foundations and organisations that support education or innovation

Rental and service provision of facilities (e.g., classrooms)

Provision of educational services to businesses

Please select what is appropriate for the following assessment area:

Assessment Area	Non-Compliant/ Partially Compliant/Compliant
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 observed a competent and coherent educational institution, which has robust and secure processes in place to support high quality programmes. Clear evidence of compliance was provided or observed across all areas of activity. The EEC also noted the important role the College plays in the educational provision of Cyprus with respect to specific stakeholders and the wider Cypriot community.

The EEC has included within the body of this report specific instances where improvements might be made by the institution, in relation to each section of the report. The EEC has also included within the main body of the report areas of good and outstanding practice.

In summary the main EEC recommendations are as follows:

The College should consider reviewing its mission statement

The College should consider establishing a Stakeholder Advisory Board

The College should review its strategy for research and development

The College should review its research focus and targeted research activities

The College could consider means of diversifying its income streams

The College should establish an Ethics Committee, or designate the role of Ethics Officer.

Additional recommendations regarding Building Facilities, Student Welfare Services and Infrastructure are included within Section C.

The EEC wishes to thank all those involved with the visit and the preparations for the visit.

F. Signatures of the EEC

Name	Signature	
Alexander Wright		
Giuseppe Di Fatta		
Vasiliki Kefala		
Michalis Trypiniotis		
Vassilis Protopapas		
Christoforos Prokopiou		

Date: 24.06.2025