

Doc. 300.2.1

External Evaluation Report (Institutional)

Date: 09/06/2022

- **Higher Education Institution:**
Philips College
- **Town:** Nicosia
- **Institution Status:** Currently Operating

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

A. Introduction

The External Evaluation Committee (EEC) would like to thank the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) for the invitation to visit and evaluate Phillips College. The EEC equally thanks the College leadership and community for the open, transparent and constructive dialogues during the visit and for the generosity shown as hosts to the EEC members.

The evaluation took place on Wednesday the 8th of June 2022 in person. The agenda featured meetings with senior management, program coordinators, faculty, students, and administrative personnel. The evaluation and the findings and recommendations of this report were based on the meetings conducted, the presentations undertaken during the meetings and the evidence provided in the form of the self-evaluation report. Additional information was provided in areas that further evidence was deemed necessary.

As far as the student meeting was concerned there were only 2 students present (out of the 6 noted in the agenda). As such any conclusions drawn may be limited.

It is worth noting that due to Covid the evaluation did not take place within the timeframe expected. The College had an opportunity to update the materials provided to reflect the latest thinking when it comes to the strategic plan and implementation.

As this was an in-person visit, the EEC had the opportunity to visit the University and experience first-hand on-offer services and infrastructure. The EEC is confident that the report's findings and recommendations offer constructive feedback and can help strengthen success prospects of the College.

As an (executive) summary of the findings (of which standard-by-standard comments, remarks, commendations and/or recommendations can be found in the report below), the EEC's wants to address three main areas:

1. Governance and Strategic Development
2. Intended Learning outcomes and Assurance of Learning
3. Workload Management (Education, Research and service to Community and Society)

With respect to governance and strategic development, the EEC commends the School for its visionary and ambitious leadership. This commendation almost automatically come with two important "caveats":

- (i) The EEC suggests the School to "calibrate" its ambitions and to clarify and (explicitly) align the definition(s) of excellence with respect to education and research in the context of the College's Values, Vision and Mission: the ambitions with respect to research might "overreach" and as a consequence suffer in terms of credibility, sustainable and sustained motivation (goals should be challenging but achievable) and a potential mismatch with the impact the research at the College is expected to create for community and society;
- (ii) Strong, ambitious and visionary leadership is focused on "legacy": the legacy of leadership is ultimately to be found in the work of the College and should, therefore, focus on the long term and on the sustainability of the high quality delivered: the EEC encourages the current leadership team to prepare the future generation timely and consistently and to develop an explicit and comprehensive strategic plan for the short, medium and long-run;

- (iii) The EEC strongly encourages the College to develop courageous and effective policies to improve the gender balance in the leadership team and across the whole academic community. The EEC wants to invite the College to take pro-active and courageous measures that “push” the Philips College community in the direction of gender balance, diversity and inclusion, as changes do not come automatically, or if they do, only at a too slow pace.

With respect to ILO’s and QA, the EEC commends the College for the quality of the systems in place, but recommends the School to “close the loop” in a more dynamic way that engages all members (internal and external) of the community. The EEC suggests the College to:

- (i) Regularly review, reformulate/re-align where necessary and formalize in a more systematic way the ILO’s at course and programme level: sustainability, ERS, CSR, D&I are integrated into courses, but addressing these issues in a more explicit way on programme level will help the College to better coordinate courses in this respect and to efficiently implement and execute changes to courses in function of continuous improvement and measuring achievement of learning.
- (ii) “feed-back” the above into the Assurance of Learning system the College operates: this will allow the College to include internal and external stakeholders in a more formal, more meaningful and more effective way (closing the loop).

With respect to workload management, the EEC commends the College for the efforts to operate a transparent and equitable workload systems that allows for development and that motivates staff and faculty to continuously improve. The workload management systems will benefit greatly from more formal/formalized controls in addition to the efficient informal controls the College operates in the collegial environment (community with strong leadership) of the College.

To conclude the introductory remarks, the EEC stresses the importance of compliance with respect to formal/legal/technical issues relating to buildings facilities (licenses and plans) and infrastructure (detailed further in the report below).

B. External Evaluation Committee (EEC)

Name	Position	University
Philip Vergauwen	Professor and Chair of EEC	Solvay Brussels School of Economics and Management
Fredrik Nordin	Professor	Stockholm University
Savvas Papagiannidis	Professor	Newcastle University
Alexis Valiantis	Expert in Building Infrastructure	Scientific and Technical Chamber of Cyprus
Artemis Stivaktaki	Student Representative	University Cyprus
Katerina Evangelou	Expert in Student Welfare	University Cyprus

C. Building Facilities - Student Welfare Services - Infrastructure

1. Building facilities

1.1 Plans and licenses

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

1. Building facilities			
1.1 Plans and licenses			Yes / No
1.1.1	The following should be copies from the original building permit. On the copies, there should be a visible official stamp of approval from the respective authorities.		
	1.1.1.1	A topographical plan, which displays in a clear manner the extent of the development.	No
	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	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	No

1.1.1.2 – The general site plan submitted is not dully stamped by the respective authority. Also, it does not indicate clearly the spaces allocated for students, academic personnel and visitors.

1.1.2 – No operating licence has been submitted. There is a final certificate approval corresponding to the permits issued for the college back in 1992. In 2019 – 2020 the building underwent some modifications i.e. a 2nd entrance has been added, separating the entrance for the College with the entrance for the University. The building owner must acquire planning and building permit for this modification as well as any other modifications that have taken place. This procedure will enable the issuance of an operating licence.

1.1.3.4 – It appears that the submitted Fire Safety Certificate was issued prior to the modification of the building to host both operations of University and College in parallel. The Fire Safety Certificate must be renewed. Regarding fire safety, it is noted that on two occasions the emergency exits were locked and we note the primary uses in the basement.

General Notes:

- During the on-site evaluation, the stamped permit drawings were not available. The evaluator cannot be certain that the on-site conditions i.e. the primary usage of the basement (lecture rooms and offices without natural ventilation and light) correspond to the permitted plans.
- The main entrance of the College at a height of approximately 1.80m poses a serious injury risk. It is below the requirements as per the regulations.
- The lower ground floor of the college has a height of 2.40m which is lower than the height required for the intended use, which is a cafeteria, reception etc. The fact that the official permitted (stamped) drawings have not been submitted, does not enable the evaluator to assess the compliance of the areas with the regulations.
- The elevators do not operate and therefore all the areas except for the lower ground floor are inaccessible to wheelchairs, or persons with disabilities.
- The drawings included in Document 200.2.2 although they are of poor print quality and barely readable, indicate different area usage than the drawings submitted with the rooms capacity which raises questions whether in-situ conditions reflect the permitted plans.

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)
1.2.2	Number of offices for teaching staff and their respective areas and capacity	Satisfactory (*1)
1.2.3	Number of laboratories and their respective areas and capacity	Satisfactory (*1)
1.2.4	Number of rooms/offices for directors/administrators and their respective areas and capacity	Satisfactory (*1)
1.2.5	Number of rooms/offices for administrative services and their respective areas and capacity	Satisfactory (*1)
1.2.6	Number of parking spaces designated for students	Satisfactory (*1)

1.2.7	Number of parking spaces designated for teaching staff	Satisfactory (*1)
1.2.8	Number of parking spaces designated for people with disabilities	Satisfactory (*2)

Note (*1) – The plans submitted with the required data in tabular format are generally well presented and well-explained, although not stamped by the authorities. However, we have noticed a few minor discrepancies between the submitted plans and the in-situ situation. I.e. One lecture room in the basement has been modified to administrative office rooms, or the disabled WC on lower ground floor is not indicated. Additionally, the submitted documentation does not indicate which areas are for the University and which areas are for the College.

Note (2) – It is noted again that the College facilities except for the lower ground floor are inaccessible to persons on wheelchairs.

FINAL REMARKS:

- It is very important to have an up-to-date Operating Licence or alternatively an up-to-date Final Approval Certificate, so that the evaluator has the confidence that the in-situ situation is permitted and in compliance with all regulations especially related to H&S matters and the primary uses in the basement. It is noted that the checks carried out by the evaluator during the evaluation day are not exhaustive, and there may be unnoticed issues.
- The Fire Safety Certificate must be renewed.
- The lack of wheelchair access to all areas should be addressed and be rectified.
- The lifts must be operational.
- The electrical and mechanical installations should be checked by the Department of Electrical and Mechanical Services.
- The injury risk related to the low height of the entrance should be addressed immediately.

It is therefore suggested that an extension of time for a period of i.e. 6 months is granted to the college to address the above issues.

1. 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)	Poor
2.2	Recreation areas	Satisfactory
2.3	Policy and statutes for academic student support	Satisfactory
2.4	Policy and statutes for financial student support	Satisfactory
2.5	Counselling services	Satisfactory
2.6	Career office	Satisfactory
2.7	Service linking the institution with business	Satisfactory
2.8	Mobility office	N/A
2.9	Student clubs/organisations/associations	Satisfactory
2.10	Other services	Satisfactory

At the present time the administration staff that supports the student welfare services appears to be satisfactory for the small number of students enrolled. The Student Welfare Service is currently staffed by one full time Officer who has sufficient professional experience and expertise in her field. However, more administrative staff will be needed when the number of students increases.

2.1 Special access for students with disabilities:

Improvements are necessary regarding the access in the premises for students with disabilities (PWD). The elevators are not working and PWD do not have access to the classrooms, labs and library in higher floors.

As stated, Philips College has procedures for admitting students with disabilities and ensures equal access to academic studies. Upon admission students are required to complete an application stating if they have any disabilities or health problems and what special requirements they need during their studies. The student welfare officer will then cooperate with the external psychologist to make an assessment in order to decide on the learning support for each student.

2.2 Recreation areas:

The College has a big cafeteria, located on the ground floor, offering food and beverages to students. Students can also use for free, the sport facilities next to the cafeteria.

Moreover, the college amphitheatre is available to students for events such as theatre, movies etc.

2.3 Policy and statutes for academic student support:

Philips College seems to have a supportive learning environment in which students receive guidance and personal support. As stated, each student has an Academic Advisor who monitors their progress and guides them through their course until they graduate. Due to the small number of students, instructors also have direct contact with students offering them immediate academic support.

Moreover, if students are facing a problem and do not wish to discuss it with the instructor, they can refer to their Academic Advisor or the Welfare Officer.

2.4 Policy and statutes for financial student support:

The College offers full or partial scholarships to candidates with high scores or financial problems. Also, the College offers sports scholarships and scholarships to families with 3 or more children.

Moreover, if students have difficulties in paying off their tuitions the College will offer them more flexible payment methods.

2.5 Counselling services:

Students in need of psychological or other counselling services can contact the student welfare officer for private guidance and support. As stated, if the student welfare officer decides there is a need to refer to qualified practitioners then she will contact the external psychologist.

2.6 Career office:

The College's student welfare officer will collaborate with the University's Career Office in order to offer the appropriate information to students on any work vacancies and also provides essential services in personal guidance and development. The Career Office guides students how to prepare for a job interview, how to write a personal statement or a CV.

2.7 Service linking the institution with business:

The College has staff members with many years of working experience in the business industry that will guide and support the students regarding the practical part in the industry.

Moreover, the College has links with many professional bodies that can get exemptions.

2.9 Student clubs/organisations/associations:

The College tries to involve students in various student clubs and social activities such as volunteering.

The College is willing to support students to create new student clubs or other entertainment events according to their demands.

2.10 Other services:

Visa for foreign Students

The student welfare officer guides the prospective foreign students in relation with all necessary documents that need to be filled out and the procedures to be followed through the government authorities.

Student Identity Card

The Student Identity Card is issued for all students and offers a number of benefits, for example discounts in shops/restaurants.

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

D. Guidelines on content and structure of the report

1. Institution's Academic Profile and Orientation

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

Sub-areas

- 1.1 Mission and strategic planning
- 1.2 Connecting with society
- 1.3 Development processes

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.	3

1.1.3	The Institution's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	3
1.1.4	The offered programmes of study align with the aims and objectives of the Institution's development.	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
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.	5
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.	5
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.	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.	5
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.	5
<p>Expected number of Cypriot and international students: the College expects 60 students (out of 100 eligible applicants), of which 60% is expected to be EU (including homeland Cyprus) and 40% non-EU (main focus is on Asia).</p> <p>Countries of origin of international students and number from each country: not applicable as no students have been admitted yet.</p>		

Findings

The Philips College aspires to become a European pioneering institution in Higher Education, capable to adding to the intellectual, social, and economic development of Cyprus, planning a decisive role as a regional educational centre and providing quality research and teaching, by attracting, developing and retaining staff of first class. To this end its mission is provide the highest possible quality education in Cyprus within the principles set out by the broader European educational and academic fraternity

The strategic analysis outlined the strengths, weakness, opportunities, threats for Philips College. The relationship between Philips College and University and the cooperation/synergies between the two Institutions were clarified.

Strengths

Philips College is a member of the Association of Commonwealth Universities (ACU), which is an international organisation dedicated to building a better world through Higher Education.

Areas of improvement and recommendations

The strategic position of the Colleges in relation to its institutional academic partners needs to be further clarified. This can offer an opportunity to establish a clearer and more distinctive narrative as to the aims and objectives of the College.

More specifically, the EEC suggests the College:

1. to “calibrate” its ambitions and to clarify and (explicitly) align the definition(s) of excellence with respect to education and research in the context of the College’s Values, Vision and Mission: the ambitions with respect to research might “overreach” and as a consequence suffer in terms of credibility, sustainable and sustained motivation (goals should be challenging but achievable) and a potential mismatch with the impact the research at the College is expected to create for community and society;

2. to focus on the medium and long term: strong, ambitious and visionary leadership is focused on “legacy”: the legacy of leadership is ultimately to be found in the work of the College and should, therefore, focus on the long term and on the sustainability of the high quality delivered: the EEC encourages the current leadership team to prepare the future generation timely and consistently and to develop an explicit and comprehensive strategic plan for the short, medium and long-run;

3. to develop courageous and effective policies to improve the gender balance in the leadership team and across the whole academic community. The EEC wants to invite the College not to take pro-active and courageous measures that “push” the Philips College community in the direction of gender balance, diversity and inclusion, as changes do not come automatically, or if they do, only at a too slow pace.

There is evidence that external feedback is used when it comes to shaping the strategy (especially for programme development). This could be potentially formalised by including industry or policy representatives in the advisory board.

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

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

2. Quality Assurance

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

Sub-areas

2.1 System and Quality Assurance Strategy

2.2 Ensuring quality for the programmes of study

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	4
	2.1.4.3	The connection with society	4
	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	
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.	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.	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.	4	
2.2.10	The Institution ensures adequate and appropriate learning resources in line with European and international standards and / or international practices, particularly:		
	2.2.10.1	Building facilities	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

Findings

The programmes offered aim to follow the European Standard and Guidance, CYQAA, the internal quality policy and accreditation from professional bodies.

Quality assurance committee features both members of faculty and students. The committee considers the self-assessment report by programme coordinators in order to prepare a quality improvement plan. Such implementation plans are reviewed effectively every 6 months. A number of different indicators (staff-student numbers, resources, student evaluations etc) are used in order to ensure that the programs operate as expected.

Philipps College offers a wide range of student support services that aim to underpin both the academic, but also personal development of the students. In addition, there are a recreational and wellbeing related services for students. Among the services on offer the EEC notes opportunities for mobility, pastoral/career support and employability related activities and support. Student rights and obligations are sufficiently covered in the student handbook. The handbook can play an important role when it comes to setting expectations.

The library through its own collections, but also through collaboration with other Cypriot or Greek institutions (HEAL) has access to a wide range of sources. These should cater well for the research and teaching and learning demands of staff and students. The ICT infrastructure is also deemed sufficient when it comes to research and T&L matters. Microsoft based platforms are used for IT services such as email and video calls. Moodle is used as the main VLE. There are free tools used for plagiarism checking. The College is currently evaluating using a paid plagiarism checking service.

Strengths

The College has a commendable network and is well-connected to the world of practice (business and institutional).

Areas of improvement and recommendations

The EEC agrees with the College's plan to involve students more in the quality assurance processes, especially when it comes to "closing the loop" and informing students of actions implemented and the impact they had.

There can be more opportunities for student to engage with practice.

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.	5
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.	5
3.6	The manner in which the Council, the Senate and/or and the administrative and academic committees operate and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	5
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

Findings

The EEC commends the College for the high quality of the administration team. Especially the commitment and professionalism of the IT and Librarian really stood out.

Strengths

See above

Areas of improvement and recommendations

See above

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
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

Findings

The College has a quality assurance committee in place that oversees relevant matters and the implementation of such policies.

The EEC notes that there is a foundation course in Business Studies that can develop students skills before joining the Diploma. The Diploma is offered over 2 years / 4 semesters. Each semester has a number of core and elective modules that make it possible to personalise the programme to the students' needs and interests. The expected enrolment is 60 students. The main target markets are Cyprus, Greece. 60% is expected to come from European Countries, while the remaining from Asian countries. There is review of student performance. Any actions deemed necessary are taken based on policies.

Strengths

The EEC appreciates that Philips college encourage social activities, college journals, stress management workshops.

Expressions such as "the highest possible education" and "excellence" signal the College's commendable ambition. The high quality is confirmed by the College's impressive track record (caveat: "excellence" is sometimes difficult to directly assess and may be difficult to comply with when not balanced and in alignment with mission, vision and strategies in the "real world").

Areas of improvement and recommendations

The EEC notes that:

- (i) quality assurance processes could have been applied and demonstrated more systematically when it came to the development of new programmes;
- (ii) it is not how academics, students, graduates, and others participate in developing the institutions development strategy, and how they assess the demands of society and take these into account.

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.	5
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.	5
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.	5
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.	5
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.	5
Number of teaching staff working full-time and having exclusive work: 10 Number of special teaching staff working full-time and having exclusive work: 1 (English language)		

Number of visiting Professors: 6

Number of special scientists on lease services: not applicable

Findings

Colleagues in the College have the necessary qualification to be involved in the programmes delivered that are higher than the programme in which they are involved. The majority of them have a doctoral degree among other professional qualifications.

The workload policy suggests that about 25-35% of teaching time, 30-40% preparation, 20-30% research time and student support 10-15%. Duties are discussed and agreed on an annual basis. This appears to work reasonably well.

The recruiting plan in place aims to have a minimum 70% of resident academic staff. Other positions can be filled by visiting professors and special scientists as per necessary.

Strengths

Management aims to maintain duties as stable as possible to ensure continuity.

There is a mentoring scheme in place. This could be developed further and formalised, involving senior staff from partner institutions.

Through existing partnerships there is a sustainable source of potential talent among which the College can recruit future faculty.

The expected staff student ratio is 1:12.

Areas of improvement and recommendations

Workload needs to cover explicitly all types of contributions (such as contribution to society) that may be considered as part of the annual review or promotions. Also, the workload policy can offer time for new recruits to be inducted into the College and to support their first academic steps.

Training programme for both research and pedagogic matters need to be developed to support staff. On the research side, considering the Institutional collaborations available there may be an opportunity to create a “research network” that focuses on supporting colleagues. On the teaching side a T&L seminar programme can be beneficial when it comes to disseminating good practice.

Internal staff development could feature an annual peer-review of teaching that acts as a constructive process through which members of faculty can discuss and obtain feedback when it comes to existing practices, but also new pedagogic innovations.

The College needs to consider pragmatic ways (that ideally go beyond remuneration; which is acknowledged as an important factor) with which it could minimise churn and the impact on quality/continuity of delivery.

Although the College does subscribe to the principles of Equality, Diversity and Inclusion and adheres to employment laws with regards to equality, the EEC feels that more can be done to encourage the development of a diverse faculty (e.g. with regards to gender).

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.	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.	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.	5
6.5	The Institution uses a policy for the protection and exploitation of intellectual property, which is applied consistently.	5
6.6	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Institution also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	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.	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.	5

6.11

The programmes of study implement the Institution's recorded research policy.

5

Findings

The College vision and mission do include a research angle that is seen as beneficial to the programmes on offer and the staff's career and professional development.

The College uses its Research Center as its main vehicle for undertaking and disseminating research. All members of teaching faculty are members of the Center. There are a number of policies in place (e.g. with regards to obligations or members or research ethics). These appear to be in line with standard practice.

There is funding and other resources available to members in order to encourage and facilitate their research efforts (e.g. seed funding and funding for attending conferences). When it comes to academic workload, 20% of one's time can be invested in research. Successes in generating research outputs can be used to lower teaching loads and increase research time.

Students can be potentially involved with the Center as part of faculty research projects.

Strengths

Senior management is willing to invest in supporting research efforts in order to create a vibrant research community.

Areas of improvement and recommendations

The research ambition and strategy can be more effectively aligned with the positioning of the College in order to maximise the return of investment (e.g. when it comes to societal impact or acting as a research incubator for the College's academic partners). In turn this will make it possible to set appropriate and pragmatic targets that are attainable and create credibility and long-term feasibility.

It may be useful to encourage more student participation as part of students' own research projects. This can help scale up research outputs that can be used for engaging local stakeholders but also teaching (e.g. case studies).

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.	5
7.3	The Institution's profits and donations are used for its development and for the benefit of the university community.	5
7.4	The Institution's budget is appropriate for its mission and adequate for the implementation of strategic planning.	5
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

Findings

Philipps College has an experience senior management team that oversees the legal and financial matters pertaining to the Institution's operations.

The College's SWOT analysis has identified a number of challenges and threats, related to the local, but also international HE markets.

The EEC notes the disruption that the pandemic has resulted in when it comes to student recruitment. With restrictions being eased off, it is expected that recruitment can resume as per usual. The expected numbers should hopefully be sufficient to underpin the sustainable operation and further development of the College.

Strengths: See above

Areas of improvement and recommendations: See above

Please select what is appropriate for the following assessment area:

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

E. Conclusions and Final Remarks

The EEC concludes that Philips College delivers high quality education and overall complies with the standards of the CYQAA.

As areas for further (continuous) improvement, the EEC identified three main areas:

1. Governance and Strategic Development
2. Intended Learning outcomes and Assurance of Learning
3. Workload Management (Education, Research and service to Community and Society)

In conclusion, challenging but achievable goals with respect to education and certainly research, set by strong leadership that is supported by the College's diverse and inclusive community that engages in and focuses on the delivery of the high-quality promise of the College, will ensure future performance at a high level.

Attention to well-being, personal development and work-life balance will allow the College to maintain its capacity to attract good students and excellent staff and faculty such that the College can continue to contribute to a better society and a stronger economy in Cyprus in a global/international context.

F. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Philip Vergauwen	
Fredrik Nordin	
Savvas Papagiannidis	
Alexis Valiantis	
Artemis Stivaktaki	
Katerina Evangelou	

Date: June 9th 2022