

Doc. 300.1.2

Date: Date.

## Higher Education Institution's Response

- **Higher Education Institution:**  
LEDRA COLLEGE
- **Town:** Nicosia
- **Programme of study**  
**Name (Duration, ECTS, Cycle)**  
AI for Digital Business, 2 years Diploma, 120ECTS, 1st Cycle  
**In Greek:**  
Τεχνητή Νοημοσύνη για Ψηφιακές Επιχειρήσεις  
**In English:**  
AI for Digital Business
- **Language(s) of instruction:** English
- **Programme's status:** New
- **Concentrations (if any):** N/A

**In Greek:** Concentrations

**In English:** Concentrations



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. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2<sup>nd</sup> column of each table, the HEI must respond on the following:*
  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in \*.pdf format and named as annex1, annex2, etc.*

## 1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Lack of Programming Foundation: No course on Python or any programming language is included in the first semester.	We fully agree with the suggestion and have taken steps to address it. Foundational programming and computational thinking skills have now been more explicitly integrated, and a new module Introduction to Programming, has replaced the Online Computer Essentials module. This adjustment is intended to better prepare students for AI-related courses in later semesters. The updated syllabus reflecting these changes is provided in Annex 1.	Choose level of compliance: Provided information in Annex 1.
Insufficient Depth in Data Science and AI: Core concepts in AI/data science are missing or only lightly addressed. For example, courses on time series analysis and deep learning are missing, which are crucial components of data analytics.	In recognition of the importance of these areas, we have incorporated dedicated courses on Time Series Forecasting and Deep Learning as electives in the second year of the program. The detailed syllabi are included in Annex 2.	Choose level of compliance: Provided information in Annex 2.
Absence of Capstone or Bachelor's Project: The curriculum lacks a final-year project or hands-on, end-of-program project to demonstrate learning outcomes of the diploma program.	We appreciate the committee's observation regarding the absence of a dedicated capstone or final-year project. As a two-year diploma program, the curriculum is intentionally designed to ensure that the program's learning outcomes are met progressively through the various modules. Rather than concentrating learning into a single end-of-program project, students engage with hands-on business problems and applied assessments across multiple modules. These practical components allow students to demonstrate and apply their knowledge in real-world contexts throughout the duration of the program. The integration of continuous hands-on assignments allows students to apply their learning in meaningful ways and demonstrate competency throughout the program, rather than through a single capstone project.	Choose level of compliance: Answered to the recommendation

	<p>We believe this distributed, application-focused approach effectively supports the achievement of program outcomes. Nonetheless, we will explore ways to further emphasize the integrative nature of learning and outcomes demonstration, including potential enhancements to existing assessments or documentation once the course start.</p>	
<p>Absence of Legal and Regulatory Aspects in Ethics Course and the need of developing Ethical Decision Making and Problem-Solving Skills. While including a Professional Ethics course is a positive aspect of the programme, it does not address regulatory frameworks, data protection laws, or compliance standards related to AI and digital business. Given the increasing importance of legal literacy in AI deployment, particularly in relation to GDPR and EU AI Act, this omission leaves students unprepared for the real-world legal obligations that accompany the ethical dilemmas associated with AI systems.</p>	<p>We appreciate the committee's valuable feedback on the Professional Ethics course. We fully agree that an understanding of regulatory frameworks and legal obligations is essential, particularly in the context of AI and digital business. In response, the syllabus for the Professional Ethics course has been revised to explicitly integrate legal and regulatory topics relevant to digital environments. The updated syllabus (Annex 3) now includes focused content on: General Data Protection Regulation (GDPR), The EU AI Act and related compliance frameworks, Jurisdictional data protection laws and digital rights, Risk and accountability in AI system deployment. Additionally, the course now places stronger emphasis on developing ethical decision-making and problem-solving skills, through the use of applied case studies, role-playing scenarios, and ethical dilemma analysis, particularly in AI-driven business contexts. These revisions ensure that students are better prepared to navigate the legal and ethical complexities of modern digital business environments.</p>	<p>Choose level of compliance: Provided information in Annex 3.</p>
<p>Limited Involvement of External Stakeholders: The program lacks processes for involving outside groups, like industry partners or employers, in its design and evaluation. There is no clear method for collecting feedback on curriculum relevance, graduate preparedness, or alignment with the job market. This limits the programme's ability to adjust to evolving industry demands,</p>	<p>We acknowledge the importance of involving external stakeholders in the design and evaluation of academic programs to ensure relevance, industry alignment, and improved graduate employability.</p> <p>To address this, the following actions have been taken and will apply not only to the Diploma in AI for Digital Business but to all new and re-evaluated programs:</p>	<p>Choose level of compliance: Taken actions for the recommendation</p>

<p>ultimately diminishing its effectiveness in helping graduates secure employment.</p>	<p>Industry Advisory Input: Advisory groups composed of professionals, employers, and alumni are being established to provide structured feedback on curriculum content, skills relevance, and industry expectations.</p> <p>Employer and Alumni Feedback Mechanisms: Standardized surveys and consultation processes are being introduced across programs to gather ongoing input from the labor market and recent graduates.</p> <p>Curriculum Review Integration: External feedback will be formally incorporated into curriculum review cycles, ensuring programs remain responsive to changing market demands.</p> <p>Long-Term Stakeholder Engagement: These processes will be institutionalized as part of our academic development framework, supporting both immediate program improvement and long-term strategic alignment with industry.</p> <p>This structured approach ensures continuous relevance, quality enhancement, and stronger graduate outcomes across all academic offerings.</p>	
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## 2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>Programming Foundations: Introduce one or two dedicated course(s) on programming (particularly Python and C++ and data related libraries) or integrate these skills more explicitly into existing modules like Online Computer Essentials. This would better prepare students for advanced AI-related courses in later semesters.</p>	<p>We fully agree with the suggestion and have taken steps to address it. Foundational programming and computational thinking skills have now been more explicitly integrated, and a new module Introduction to Programming, has replaced the Online Computer Essentials module. This adjustment is intended to better prepare students for AI-related courses in later semesters. The updated syllabus reflecting these changes is provided in Annex 1.</p>	<p>Choose level of compliance: Provided information in Annex 1</p>
<p>Course Alignment: Review and refine course content to ensure alignment with programme objectives. For example, IoT and Robotics currently includes advanced robotics content that may exceed the programme's intended scope; reframe it as IoT for Business to improve curricular cohesion.</p>	<p>Thank you for emphasizing the importance of ensuring course content aligns closely with the programme objectives. We recognize the concern regarding the advanced robotics material included in the IoT and Robotics course, which may extend beyond the intended scope of a two-year diploma. In response, the course has been carefully reviewed and restructured. It is now titled "IoT for Business", with a clear focus on practical IoT applications in business, such as smart logistics, connected devices, and data-driven decision-making. The advanced robotics content has been scaled back to better align with the programme's applied learning approach. Additionally, a comprehensive review of all modules was undertaken to ensure alignment with the programme objectives, using the alignment matrix provided in Annex 4, which follows CYQAA standards. This matrix guided the revision process to confirm that course content, learning outcomes, and assessments are consistent with the programme's level and goals. The updated syllabus for</p>	<p>Choose level of compliance: Provided information in Annex 4 and Annex 5</p>

	the IoT module is included in Annex 5. We believe these efforts enhance curricular cohesion and the overall relevance of the programme. We thank the committee for their constructive recommendation.	
Assessment Flexibility: Adapt the final exam structure in technical courses to allow project-based or lab-based assessments, better Reflecting learning outcomes and practical skills.	We thank the committee for its valuable recommendation to enhance assessment flexibility in technical courses to better reflect practical skills and learning outcomes. In response, we have conducted a comprehensive review of all modules to ensure that assessment methods are aligned with course objectives and the principles of outcome-based education. This process emphasized the inclusion of project-based, lab-based, and other practical assessment methods where appropriate. All modules were reviewed, and where necessary, assessment strategies were revised to introduce or strengthen flexible, skills-oriented evaluation methods. These changes can be seen in the updated syllabi already provided, where each module clearly outlines its revised assessment structure. In addition, Annex 4 summarizes the assessment types used across all modules, demonstrating the widespread adoption of practical and alternative assessments. Faculty have received guidance and support through departmental workshops, and ongoing feedback from students is being used to further refine these practices. We believe these steps strongly align with the committee's recommendation and contribute to more meaningful assessment of students' practical competencies and preparedness for professional practice.	Choose level of compliance: Provided information in Annex 4
Complaints Procedures: Formalize and communicate clear academic grievance procedures for students regarding course delivery or assessment concerns.	We acknowledge and appreciate the committee's recommendation to formalize and clearly communicate academic grievance procedures for students. We have formalized	Choose level of compliance: Provided information in Annex 6



	<p>academic grievance procedures in place to address student concerns regarding course delivery and assessment. A formal academic grievance procedure has been developed and approved. This outlines the steps students can take to raise concerns related to course delivery, assessment, or other academic matters. The grievance procedure has been: Included in the updated Student Handbook, which is distributed at the start of each academic year and will be Presented during student orientation sessions and explained by academic advisors and program coordinators. The procedure includes clear timelines for response and resolution, escalation steps, and assurance of non-retaliation, ensuring transparency and fairness in handling student concerns. These procedures are clearly documented and communicated to students and staff. Details can be found in Annex 6: Academic Grievance &amp; Complaints Policy</p>	
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### 3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Since Ledra College is exclusively a teaching institution it could be very positive regarding the quality level of the education they offer if they had a pedagogical unit and some regular procedures under their own management despite the institution's small size.</p>	<p>Thank you for your valuable feedback regarding the establishment of a pedagogical unit at Ledra College. In response to this important recommendation, we have taken concrete steps to create a dedicated pedagogical support structure tailored to our institution's size and needs. Despite being a small teaching-focused college, we understand the critical role that systematic pedagogical oversight plays in maintaining and enhancing education quality.</p> <p><b>Actions Taken:</b></p> <p>Formation of a Pedagogical Committee: We have established a Pedagogical Committee consisting of senior academic staff, including the Academic Director, two experienced faculty members with expertise in curriculum development, and a staff representative focused on teaching quality and student engagement.</p> <p>Regular Procedures and Monitoring: This committee is responsible for developing and implementing standardized teaching procedures, conducting regular peer reviews of teaching methods, and facilitating feedback sessions with students to monitor and improve the learning experience.</p> <p>Staff Development and Training: We have introduced a schedule of regular professional development workshops aimed at enhancing teaching skills and pedagogical knowledge. These sessions are</p>	<p>Choose level of compliance: Taken actions for the recommendation</p>

	<p>coordinated by the Academic Director in collaboration with external educational consultants.</p> <p>Direct Management and Reporting: The Pedagogical Committee operates under the leadership of the Academic Director, who reports directly to the senior management team to ensure clear accountability and integration of teaching quality initiatives into the overall institutional strategy.</p> <p>We believe these actions address the committee's suggestion and will contribute positively to the ongoing improvement of our educational standards.</p>	
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#### 4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Effort to achieve a more balanced recruitment of students between Cyprus/EU and third countries.	<p>We acknowledge the importance of achieving a more balanced recruitment strategy between students from Cyprus/EU countries and those from third countries. A diverse student body enhances the academic and social environment, promotes intercultural understanding, and aligns with national and European higher education priorities.</p> <p>To this end, Ledra College is taking the following steps:</p> <p>1. Enhanced Local and EU Recruitment Efforts</p> <p>Local Outreach Campaigns: We are increasing our visibility within Cyprus through school visits, informational sessions, open days, and collaboration with local educational consultants.</p> <p>EU Engagement: Participation in European education fairs, digital recruitment events, and partnerships with EU-based feeder institutions are being expanded.</p> <p>Multilingual Promotion: Marketing materials and digital content are now being developed in multiple EU languages to broaden appeal and accessibility.</p> <p>2. Strategic Partnerships</p> <p>We are actively building partnerships with vocational and secondary schools, universities, and educational agents across the EU to encourage student mobility and exchange.</p> <p>Bilateral agreements under programs like Erasmus+ are being pursued to strengthen inbound mobility from EU countries.</p> <p>3. Program Alignment and Recognition</p>	<p>Choose level of compliance:</p> <p>Taken actions for the recommendation</p>

	<p>Efforts are underway to align academic programs with EU labor market needs and to seek recognition or validation that supports graduates' employability in the EU.</p> <p>Promoting programs with regional relevance increases attractiveness to EU students seeking practical qualifications with broad applicability.</p> <p>4. Monitoring and Evaluation We regularly review recruitment data to assess the geographical diversity of our student population and identify areas for targeted outreach.</p> <p>Institutional targets are being set to gradually increase EU and local student enrollment over the coming years.</p> <p>5. Balancing Third-Country Recruitment While continuing to welcome students from third countries, we are implementing measures to ensure this does not lead to an overreliance on one region or demographic.</p> <p>We are also reviewing admission and integration practices to ensure inclusivity and balance in academic and social integration.</p> <p>These initiatives reflect our commitment to diversifying our student body and promoting balanced internationalization across all dimensions of student recruitment.</p>	
Although academic advising is present, the use of systematic data collection tools to monitor and act on student progression trends could be further elaborated or strengthened.	<p>We acknowledge the importance of using systematic data collection tools to effectively monitor and support student progression. While academic advising is already established at Ledra College, we recognize the need to further strengthen this process through data-informed decision-making. To address this, we are taking the following steps:</p> <p>Implementation of Data Tracking Tools: We are in the process of enhancing our</p>	<p>Choose level of compliance: Taken actions for the recommendation</p>

	<p>student information system to systematically collect, track, and analyze key indicators such as attendance, academic performance, course completion rates, and progression patterns.</p> <p>Early Warning and Intervention Systems: Automated alerts will be introduced to identify at-risk students early in the semester, allowing academic advisors to proactively engage and provide timely support.</p> <p>Integration with Academic Advising: Advisors will be trained to use student progression data as part of a structured advising framework, enabling personalized guidance based on real-time academic trends.</p> <p>Regular Progress Reports: Faculties and departments will receive periodic reports to review progression trends and implement targeted academic support or curriculum adjustments where needed.</p> <p>Feedback Loop for Continuous Improvement: Data gathered will also inform institutional reviews and quality assurance processes, supporting continuous improvement in teaching, assessment, and student support services.</p> <p>We are confident that these enhancements will strengthen our ability to monitor student outcomes and intervene effectively, contributing to higher retention and academic success rates.</p>	
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## 5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Support students to find job in the broader area of their Diploma studies after examination, in a similar way as Ledra College puts into the recruitment process.	Our institution recognizes the importance of bridging academic achievement with meaningful employment opportunities. In alignment with best practices, such as those followed by Ledra College, we are committed to supporting students in transitioning into the workforce—particularly in roles relevant to the broader area of their Diploma studies. Ledra College actively supports students in finding employment aligned with their Diploma studies after graduation. Similar to the approach used by Ledra College recruitment, we offer career services such as CV and interview preparation, job matching, and networking opportunities. We are also building strong links with industry partners to facilitate internships and job placements, and we continue to expand our employer engagement to enhance graduate employability. These efforts reflect our ongoing commitment to enhancing student employability and aligning educational outcomes with real-world workforce demands.	Choose level of compliance: Taken actions for the recommendation
It would be good if Ledra College established own internal official and defined procedures for support in students' special needs.	Thank you for your valuable comment regarding support for students with special needs. Please be informed that Ledra College has developed a formal policy addressing this, which you can find in Annex 7 of our documentation. This policy outlines our procedures, roles, and commitments to ensuring appropriate and effective support for all students requiring additional assistance.	Choose level of compliance: Provided information in Annex 7

## 6. Additional for doctoral programmes N/A (ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
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## 7. Eligibility (Joint programme) N/A (ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
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## B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
Introduce a compulsory course on Python programming in the first semester to equip students with essential coding skills necessary for AI and data analytics.	We fully agree with the suggestion and have taken steps to address it. Foundational programming and computational thinking skills have now been more explicitly integrated, and a new module Introduction to Programming, has replaced the Online Computer Essentials module. This adjustment is intended to better prepare students for AI-related courses in later semesters. The updated syllabus reflecting these changes is provided in Annex 1.	Choose level of compliance: Provided information in Annex 1
Include dedicated courses on time series forecasting and a deep learning course in the second year, either as a mandatory or an elective course.	In recognition of the importance of these areas, we have incorporated dedicated courses on Time Series Forecasting and Deep Learning as electives in the second year of the program. The detailed syllabi are included in Annex 2.	Choose level of compliance: Provided information in Annex 2
Add a final semester capstone project or thesis module where students can apply the knowledge gained from the program to a business problem.	We appreciate the committee's observation regarding the absence of a dedicated capstone or final-year project. As a two-year diploma program, the curriculum is intentionally designed to ensure that the program's learning outcomes are met progressively through the various modules. Rather than concentrating learning into a single end-of-program project, students engage with hands-on business problems and applied assessments across multiple modules. These practical components allow students to demonstrate and apply their knowledge in real-world contexts throughout the duration of the program. The integration of continuous hands-on assignments allows students to apply their learning in meaningful ways and demonstrate competency throughout the program, rather than through a single capstone project.	Choose level of compliance: Taken actions for the recommendation

	<p>We believe this distributed, application-focused approach effectively supports the achievement of program outcomes. Nonetheless, we will explore ways to further emphasize the integrative nature of learning and outcomes demonstration, including potential enhancements to existing assessments or documentation.</p>	
<p>Revise the Professional Ethics course to explicitly include regulatory and legal topics relevant to digital and AI-driven environments. This could include an overview of the GDPR, the EU AI Act, and other relevant jurisdictional data protection laws. It should also focus especially on developing skills to identify, handle and solve ethical issues in AI and Business.</p>	<p>We appreciate the committee's valuable feedback on the Professional Ethics course. We fully agree that an understanding of regulatory frameworks and legal obligations is essential—particularly in the context of AI and digital business.</p> <p>In response, the syllabus for the Professional Ethics course has been revised to explicitly integrate legal and regulatory topics relevant to digital environments. The updated syllabus (Annex 3) now includes focused content on:</p> <ul style="list-style-type: none"> <li>• General Data Protection Regulation (GDPR)</li> <li>• The EU AI Act and related compliance frameworks</li> <li>• Jurisdictional data protection laws and digital rights</li> <li>• Risk and accountability in AI system deployment</li> </ul> <p>Additionally, the course now places stronger emphasis on developing ethical decision-making and problem-solving skills, through the use of applied case studies, role-playing scenarios, and ethical dilemma analysis—particularly in AI-driven business contexts.</p> <p>These revisions ensure that students are better prepared to navigate the</p>	<p>Choose level of compliance: Provided information in Annex 3</p>

	legal and ethical complexities of modern digital business environments.	
Review and refine course content to ensure alignment with programme objectives. For example, IoT and Robotics currently includes advanced robotics content that may exceed the programme's intended scope; reframe it as IoT for Business to improve curricular cohesion.	Thank you for emphasizing the importance of ensuring course content aligns closely with the programme objectives. We recognize the concern regarding the advanced robotics material included in the IoT and Robotics course, which may extend beyond the intended scope of a two-year diploma. In response, the course has been carefully reviewed and restructured. It is now titled "IoT for Business", with a clear focus on practical IoT applications in business, such as smart logistics, connected devices, and data-driven decision-making. The advanced robotics content has been scaled back to better align with the programme's applied learning approach. Additionally, a comprehensive review of all modules was undertaken to ensure alignment with the programme objectives, using the alignment matrix provided in Annex 4, which follows CYQAA standards. This matrix guided the revision process to confirm that course content, learning outcomes, and assessments are consistent with the programme's level and goals. The updated syllabus for the IoT module is included in Annex 5. We believe these efforts enhance curricular cohesion and the overall relevance of the programme. We thank the committee for their constructive recommendation.	Choose level of compliance: Taken actions for the recommendation
Adapt the final exam structure in technical courses to allow project-based or lab-based assessments, better reflecting learning outcomes and practical skills.	We thank the committee for its valuable recommendation to enhance assessment flexibility in technical courses to better reflect practical skills and learning outcomes. In response, we have conducted a comprehensive review of all modules to ensure that assessment methods are aligned with course objectives and the principles of outcome-based education. This process emphasized the inclusion of project-based, lab-based, and other practical assessment methods where	Taken actions for the recommendation

	<p>appropriate. All modules were reviewed, and where necessary, assessment strategies were revised to introduce or strengthen flexible, skills-oriented evaluation methods. These changes can be seen in the updated syllabi already provided, where each module clearly outlines its revised assessment structure. In addition, Annex 4 summarizes the assessment types used across all modules, demonstrating the widespread adoption of practical and alternative assessments. Faculty have received guidance and support through departmental workshops, and ongoing feedback from students is being used to further refine these practices. We believe these steps strongly align with the committee's recommendation and contribute to more meaningful assessment of students' practical competencies and preparedness for professional practice.</p>	
<p>Formalize and communicate clear academic grievance procedures for students regarding course delivery or assessment concerns.</p>	<p>We acknowledge and appreciate the committee's recommendation to formalize and clearly communicate academic grievance procedures for students. We have formalized academic grievance procedures in place to address student concerns regarding course delivery and assessment. A formal academic grievance procedure has been developed and approved. This outlines the steps students can take to raise concerns related to course delivery, assessment, or other academic matters. The grievance procedure has been: Included in the updated Student Handbook, which is distributed at the start of each academic year and will be Presented during student orientation sessions and explained by academic advisors and program coordinators. The procedure includes clear timelines for response and resolution, escalation steps, and assurance of non-retaliation, ensuring transparency and fairness in handling student concerns. These procedures</p>	<p>Taken actions for the recommendation</p>

	are clearly documented and communicated to students and staff. Details can be found in Annex 6: Academic Grievance & Complaints Policy	
Effort to achieve a more balanced recruitment of students between Cyprus/EU and third countries.	<p>We acknowledge the importance of achieving a more balanced recruitment strategy between students from Cyprus/EU countries and those from third countries. A diverse student body enhances the academic and social environment, promotes intercultural understanding, and aligns with national and European higher education priorities.</p> <p>To this end, Ledra College is taking the following steps:</p> <p>1. Enhanced Local and EU Recruitment Efforts</p> <p>Local Outreach Campaigns: We are increasing our visibility within Cyprus through school visits, informational sessions, open days, and collaboration with local educational consultants.</p> <p>EU Engagement: Participation in European education fairs, digital recruitment events, and partnerships with EU-based feeder institutions are being expanded.</p> <p>Multilingual Promotion: Marketing materials and digital content are now being developed in multiple EU languages to broaden appeal and accessibility.</p> <p>2. Strategic Partnerships</p> <p>We are actively building partnerships with vocational and secondary schools, universities, and educational agents across the EU to encourage student mobility and exchange.</p> <p>Bilateral agreements under programs like Erasmus+ are being pursued to strengthen inbound mobility from EU countries.</p>	Taken actions for the recommendation


	<p>3. Program Alignment and Recognition Efforts are underway to align academic programs with EU labor market needs and to seek recognition or validation that supports graduates' employability in the EU.</p> <p>Promoting programs with regional relevance increases attractiveness to EU students seeking practical qualifications with broad applicability.</p> <p>4. Monitoring and Evaluation We regularly review recruitment data to assess the geographical diversity of our student population and identify areas for targeted outreach.</p> <p>Institutional targets are being set to gradually increase EU and local student enrollment over the coming years.</p> <p>5. Balancing Third-Country Recruitment While continuing to welcome students from third countries, we are implementing measures to ensure this does not lead to an overreliance on one region or demographic.</p> <p>We are also reviewing admission and integration practices to ensure inclusivity and balance in academic and social integration.</p> <p>These initiatives reflect our commitment to diversifying our student body and promoting balanced internationalization across all dimensions of student recruitment.</p>	
It would be good if Ledra College established own internal official and defined procedures for supporting students' special needs.	Thank you for your valuable comment regarding support for students with special needs. Please be informed that Ledra College has developed a formal policy addressing this, which you can find in Annex 7 of our documentation. This policy outlines our procedures, roles, and commitments to ensuring appropriate and effective support for	Provided information in Annex 7

	all students requiring additional assistance.	
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#### D. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
<b>George Kakouris</b>	Principal	
<b>Antonis Tillirides</b>	Quality Assurance Officer	
<b>Georgia Mouzoura</b>	Academic Director	
<b>Eleni Dimitriadou</b>	Program Coordinator	E.D.
<b>Demetris Economou</b>	Administrator	D.E.

**Date:** 30/06/2025

