

Doc. 300.1.2

Date: 02/04/2026

Higher Education Institution's Response

- **Higher Education Institution:**
Freshart College

- **Town:** Pafos

- **Programme of study
Name (Duration, ECTS, Cycle)**

In Greek:

Καλές Τέχνες (2 ακαδημαϊκά έτη, 120 ECTS, Δίπλωμα)

In English:

Fine Arts (2 academic years, 120 ECTS, Diploma)

- **Language(s) of instruction:** English

- **Programme's status:** Currently Operating

- **Concentrations (if any):**

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 2nd 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
<p>The College should sign articulation agreements for the mutual transfer of credits with other accredited Higher Education Institutions from Cyprus and abroad.</p>	<p>The College recognizes the importance of establishing articulation agreements to support credit transfer and student mobility.</p> <p>Efforts are already underway to identify and collaborate with accredited Higher Education Institutions in Cyprus and abroad, focusing on compatible programmes and academic standards. Discussions with potential partners have commenced, and the College expects to formalize the first agreements by the end of this academic year.</p> <p>The College remains committed to expanding its academic partnerships to enhance students' progression opportunities.</p>	<p>Choose level of compliance:</p>
<p>It may be beneficial to collaborate with Life Long Learning Programmes in relevant courses in order to fill knowledge/content gaps between the Art and Business sectors.</p>	<p>The College is exploring the development of targeted Lifelong Learning short courses—such as Business Skills for Artists, Marketing for Creative Professionals, and Freelancing in the Arts—to strengthen the integration of business competencies within creative disciplines. These initiatives aim to enhance students' employability and align academic provision with industry needs.</p>	<p>Choose level of compliance:</p>
<p>All published credit information must be made consistent across all public pages and clearly state whether the credits are ECTS or another system. If another system is used, show the ECTS equivalent so prospective students are not misled.</p>	<p>The College has reviewed and updated the information on the website to ensure consistency and clarity. Credits are now stated as 120 ECTS. Please refer to the link: https://fca.ac.cy/fine-art-diploma/.</p>	<p>Choose level of compliance:</p>

<p>The start date of the diploma course should be consistent across the programme and admissions pages. Clearly confirm the intake month - whether this is September or October - and mention any orientation period, if applicable.</p>	<p>The normal start date of the course is during 1st week of October.</p> <p>The start date of the diploma course has been made consistent across the programme and admissions pages. The orientation week has been added to the academic calendar https://fca.ac.cy/academic-calendar/</p>	<p>Choose level of compliance:</p>
<p>Add a single “Important Information” section to the programme webpage that covers the entry requirements, assessment methods, workload and ECTS per semester, progression rules, the complaints/appeals process, and graduate outcomes. This will help students make informed decisions without relying on informal communication or having to dig through the college’s documentation.</p>	<p>The programme webpage has been updated to include the proposed content. Please refer to https://fca.ac.cy/fine-art-diploma/ for the updated webpage.</p>	
<p>Ensure that all text on the website is proofread by a native English speaker in order that the correct information, context and intentions are communicated to prospective parties and reflects the college’s standards and professionalism.</p>	<p>The College has addressed this recommendation. All website content has been thoroughly reviewed and proofread by a native English speaker to ensure accuracy, clarity, and appropriate tone.</p>	

2. Student – centred learning, teaching and assessment (ESG 1.3)

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<p>Ensure equal and consistent access to facilities by setting clear booking procedures (where needed), confirming opening hours, and ensuring technician support and supervision when workshops and studios are in use.</p>	<p>The College has ensured equal and consistent access to all Fine Art facilities by implementing clear and transparent procedures.</p> <p>All studios and workshops operate under defined opening hours, which are communicated to students via:</p> <ol style="list-style-type: none"> a. the Student Handbook (Annex 1, p22) b. the website: https://fca.ac.cy/access-to-studios-and-workshops-policy/ c. on-site signage. <p>Structured booking procedures have been introduced to ensure fair usage of shared resources.</p> <p>Additionally, appropriate technical support and supervision are provided during the use of workshops and specialized equipment, ensuring both safety and effective learning.</p>	<p>Choose level of compliance:</p>
<p>Introduce a short student induction before studio/workshop use, covering safe practice, rules, and expectations.</p>	<p>The Student Handbook (Annex 1 p22) has been updated to include information on the safe access and use of studio/workshop through the mandatory induction at the beginning of the academic year. Students are introduced to safe practices and uses of equipment and tools, rules and procedures.</p> <p>The induction involves safety instructions and supervision requirements and failing to comply with induction guidelines or safety procedures may result in:</p>	<p>Choose level of compliance:</p>

	<ul style="list-style-type: none"> • Temporary or permanent restriction of access to facilities • Further disciplinary action in accordance with College regulations 	
Publish a clear annual cost guide so students know in advance the likely costs for materials, printing, and any required software.	An annual cost guide has been prepared and included on the website. Please refer to https://fca.ac.cy/fine-art-diploma/	Choose level of compliance:
Assessment criteria should be clearly defined and communicated. It might be helpful to introduce a presentation and discussion of the work, at least in the second year of study, involving several instructors. This would promote an understanding of critical discussion of the works.	<p>The College ensures that assessment criteria are clearly defined, documented, and communicated to students through course outlines and instructional guidance. To further enhance transparency and consistency, additional measures will be implemented to standardize the presentation and discussion of assessment criteria across all courses.</p> <p>In response to the EEC's recommendation, the College has prepared an analysis of the generic Assessment Criteria (Annex 6).</p> <p>At the beginning of the second year, a presentation will be held to present and discuss the work involved.</p> <p>This practice will be systematically implemented in relevant courses in order to strengthen students' ability to articulate their work, engage in critical discussion, and further develop their evaluative and reflective skills.</p>	Choose level of compliance:
Erasmus+ and the Blended Intensive Programs (BIP) could be a useful method for the widening of thinking and artistic practice of the students. The participation also to the Internal Erasmus programme	Within the context of fine arts education, Erasmus+ BIPs offer a particularly valuable framework, as they combine short-term physical mobility with virtual collaboration, enabling students to engage in	Choose level of compliance:

<p>(among the institutes and universities of Cyprus) is a good practice for the above-mentioned aim (in that such Erasmus version/possibility exists)</p>	<p>intensive, studio-based, and research-led artistic projects in an international setting.</p> <p>In response to the Committee's recommendation, the College will undertake the following actions:</p> <ol style="list-style-type: none"> 1. initiate the development of partnerships with European higher education institutions in the field of fine arts to enable participation in Erasmus+ Blended Intensive Programmes (BIPs), 2. pilot student and staff participation in at least one BIP or short-term mobility activity, subject to partnership availability, 3. explore the integration of such mobility experiences within the Fine Arts Diploma through elective components, workshops, or studio-based modules, 4. investigate opportunities for collaboration with local institutions in Cyprus (where feasible), including joint workshops, critiques, or exhibitions, and monitor and evaluate the impact of these activities on students' artistic development and critical thinking. 	
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3. Teaching staff (ESG 1.5)

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<p>A recommendation is to formalise these opportunities by setting up an annual plan that ensures students regularly take part in exhibitions and creative projects</p>	<p>During course of their studies, students are involved in various life projects and cultural activities locally and nationally.</p> <p>The nature of the diploma and the curriculum give the students the opportunity to work in industry and create a collaborative project.</p> <p>Also, the students as part of the local community of Paphos and active citizens can participate every year in various events. With the ongoing collaboration of the College with the Municipality of Paphos in cultural and art events the students gain vital experience related to art industry as they work with professionals. This involves art exhibitions, site-specific installations, open calls for young artists and commissioned works.</p> <p>In addition to these activities the students have the opportunity to showcase their work to the public through the end of the year exhibition of the college.</p> <p>Following the EEC suggestion, the College has introduced a structured Annual Creative Activities Plan - (Annex 2) to ensure consistency and transparency.</p>	<p>Choose level of compliance:</p>
<p>If not already in place, a transparent workload plan to ensure an equitable teaching versus research distribution. It was not always clear whether teaching is consistent across all modules or varies significantly by instructor</p>	<p>The College agrees with the EEC recommendation regarding the need for a transparent workload allocation model.</p> <p>A Workload Allocation (Annex 3) plan has been prepared, ensuring clarity, consistency, and equitable</p>	<p>Choose level of compliance:</p>

	<p>distribution of teaching, research/creative practice, and administrative duties among academic staff.</p> <p>Freshart College adopts a standard workload model of approximately 55% teaching, 25% research and/or creative practice, and 20% administrative duties. This ensures that teaching delivery remains consistent across courses, staff are supported in developing their research and professional practice, and workload allocation is transparent and equitable.</p> <p>The Faculty Handbook is also attached detailing the above provisions (Annex 4, page 21)</p>	
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Student admission, progression, recognition and certification

(ESG 1.4)

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<p>The practice of obtaining approval logically requires a portfolio. However, this is not mentioned in the description of the approval process. Regarding the physiognomy of studies, a portfolio and in-person or online interview is recommended in addition to the other criteria to complete a rigorous admissions process.</p>	<p>The portfolio and in-person or online interview are part of the admission process. The admission criteria in the college website https://fca.ac.cy/fine-art-diploma/, and the admission criteria in the Internal Regulations have been updated to include these requirements.</p>	<p>Choose level of compliance:</p>
<p>As the college's success grows, one challenge will be to develop and refine the student selection process to identify potential guidance on what constitutes an appropriate portfolio and what areas may be covered at interview could be made available on the website and the Admissions procedure information.</p>	<p>The College appreciates this valuable comment. In response, clear guidelines on portfolio requirements and interview expectations have been prepared and have now been incorporated into the College's website to better support prospective applicants. https://fca.ac.cy/fine-art-diploma/</p>	<p>Choose level of compliance:</p>

4. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Set a minimum resource list for each module (core readings, databases, software, and equipment) and ensure students have guaranteed access to these resources.	<p>A minimum resource list has been prepared and included in Annex 5.</p> <p>The resource list will be monitored by the programme coordinator to ensure that students have guaranteed access.</p>	Choose level of compliance:
Provide a short orientation on using library and digital resources, including databases, e-books, and any required software.	<p>The College provides an orientation to all new students at the beginning of each academic semester. This orientation includes guidance on the use of the physical and electronic library, access to databases and e-books, and training on any required academic software. Ongoing support is also available through the Librarian and IT services. The website has been updated to include a section on Library & Digital Resources https://fca.ac.cy/library-digital-resources/ and also the Student Handbook (Annex 1, p20)</p>	Choose level of compliance:
Collaboration with agents in more countries for the promotion of the FreshArt college in order to compete efficiently with competitor institutions and possible 'Threats' as highlighted in the SWOT analysis	<p>The College acknowledges the recommendation and is actively expanding collaborations with international education agents to strengthen its global presence and competitiveness. At the same time, additional focus is placed on the local market through targeted incentives and recruitment initiatives to increase student enrolment. These actions aim to address competitive pressures and mitigate identified external threats.</p>	Choose level of compliance:

5. Additional for doctoral programmes (ALL ESG)

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7. Eligibility (Joint programme) (ALL ESG)

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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>There are some minor issues regarding grading and assessment expectations which can be easily addressed by making all public programme information consistent and clearly explained, setting and publishing transparent assessment criteria and grading standards, and providing information on access (facility hours, booking systems, supervision rules, health & safety protocols, and a student induction and resource orientation). This would improve student trust, fairness, and alignment with European Qualifications Framework expectations</p>	<p>All the programme information and recommendations mentioned by the EEC have been addressed. In particular the Students Handbook (Annex 1) has been updated to include sections on library and digital resources, access to studios and workshops (booking systems, health and safety rules and regulations, facility hours), the college website www.fca.ac.cy has been updated to include information on library and digital resources. In addition, the page for the Diploma in Fine Arts has been updated to include details on Admission criteria, learning outcomes, assessment methods, annual cost guide, progression and graduation and student support (complaints and appeals).</p>	<p>Choose level of compliance:</p>
<p>we would suggest stronger networking with other universities in Cyprus and internationally. It remains crucial to adequately address the increasing demands and the integration of digital technologies into the curriculum</p>	<p>The College has taken initiatives for the development of partnerships with European higher education institutions in the field of fine arts to enable participation in Erasmus+ Blended Intensive Programmes (BIPs) and to investigate opportunities for collaboration with local institutions in Cyprus (where feasible), including joint workshops, critiques, or exhibitions, and monitor and evaluate the impact of these activities on students' artistic development and critical thinking.</p>	<p>Choose level of compliance:</p>
<p>It would be desirable for the lecturers to intensify their own research activity. With regard to collaborations, grant applications, etc., it would certainly be beneficial for some lecturers to complete a PhD degree.</p>	<p>The College agrees with the EEC recommendation and recognises the importance of further strengthening the research activity of its academic staff. In this direction, special incentives and support mechanisms are being put in place to encourage greater engagement in research,</p>	<p>Choose level of compliance:</p>

	<p>publications, academic collaborations, conference participation, and grant applications.</p> <p>At present, two members of the academic staff are drafting their PhD proposals, which will also be funded by the College, and the institution is willing to support additional staff in this regard.</p> <p>The College also intends to further promote a research-oriented environment through measures such as financial support for conferences and seminars, encouragement for publication and participation in academic networks, mentoring and guidance for less research-active staff, and, where feasible, dedicated time and reduced teaching load to support specific research objectives. Through these actions, the College aims to progressively strengthen its research culture, academic profile, and participation in collaborative and externally funded research initiatives.</p>	
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D. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Demetris Koutalis	Director	
Penelope Demetriou	Academic Director	
Eleni Filippou	Quality Assurance Officer	
Giorgos Solomou	Programme Coordinator	

Date: 02/04/2026

