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Date: Date.

# External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**  
CTL Eurocollege
- **Town:** Limassol
- **School/Faculty (if applicable):** N/A
- **Department/ Sector:** N/A
- **Programme of study- Name (Duration, ECTS, Cycle)**

#### **In Greek:**

«Διοίκηση Επιχειρήσεων» [4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο (BA)] με κατευθύνσεις: - Διοίκηση, - Μάρκετινγκ, - Λογιστική

#### **In English:**

“Business Administration” [4 academic years, 240 ECTS, Bachelor of Arts (BA)] with concentrations: - Management- Marketing - Accounting

- **Language(s) of instruction:** English
- **Programme’s status:** Currently Operating

- **Concentrations (if any):**

**In Greek: 1) Διοίκηση, 2) Μάρκετινγκ, 3) Λογιστική**

**In English: 1) Management, 2) Marketing, 3) Accounting**

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

## A. Introduction

*This part includes basic information regarding the onsite visit.*

The Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) has invited the External Evaluation Committee (EEC) to evaluate the "Business Administration" programme with the concentrations of Management, Marketing and Accounting. This face-to-face Bachelor of Arts (BA) programme is offered by CTL Eurocollege in Limassol. The EEC consisted of three academics and a student member: Professor Pedro de Faria, Chair of the Committee (University of Groningen, the Netherlands), Professor Ad de Jong (Copenhagen Business School, Denmark), Professor Simos Chari (Alliance Manchester Business School, UK), and the student representative, Mr. Neofytos Neofytou (University of Cyprus).

The evaluation of the programme took place at CTL Eurocollege on February 5th, 2026. Prior to and during the site visit, the EEC was provided with comprehensive documentation. The EEC met with the senior management team, the internal evaluation committee, teaching staff, support staff, external stakeholders, and students.

During the site visit, the EEC met with several key individuals, including:

Mr. Lakis Papathomas (Director of Administration and Finance)

Dr. Dora Konstantinou (Academic Dean)

Dr. Maria Hadjielia Drotarova (Head of Research)

Dr. Elena Malkawi (Programme Coordinator, Head of the Business Field of Study)

Dr. Kosmas Pipyros (Member of the Faculty)

Dr. George Antoniadis (Member of the Faculty – coordinator - Marketing major)

Ms. Marianna Papathoma (QA Officer)

During the sessions, the senior management team introduced CTL Eurocollege and its internal processes (e.g., quality assurance), and the Business Administration BA programme under review. Discussions covered various aspects of the programme, including its structure and content, academic issues, assessments, staff workload and organization, available infrastructure and resources, student-centred course delivery, and the sustainability of the programme in a highly competitive national and international market. In subsequent sessions, the EEC had the opportunity to meet with faculty members, administrative staff, students at CTL Eurocollege College (some current and some who have graduated) and external stakeholders. The final session comprised a meeting with members of the senior management team to address any remaining questions and seek clarifications.

After each presentation, the EEC engaged in a Q&A session to further explore details about the programme under evaluation. The questions posed by the EEC aimed to understand various aspects of the programme and gain clarity pertaining to programme's content, learning methodologies, assessment approaches, IT and library support, faculty-related issues, and the materials provided in advance. Furthermore, the EEC inquired about the programme's sustainability and the management's strategic plan for its future.

The EEC would like to express its gratitude to Ms. Emily Alexandridou, the CYQAA coordinator, for her efficient management of the process and for her thorough preparation for the evaluation day. The EEC would also like to thank CTL Eurocollege for its hospitality and commend CTL Eurocollege on the involvement and enthusiasm of its staff.

As detailed below, we conclude with some recommendations regarding the stated criteria, content, and standards of the proposed Business Administration (Major in Management, Marketing, Accounting) programme with respect to its compliance. While making an overall very positive assessment, the EEC has identified specific areas that we recommend improving.



## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Pedro de Faria</b>	Professor	University of Groningen
<b>Ad de Jong</b>	Professor	Copenhagen Business School
<b>Simos Chari</b>	Professor	University of Manchester
<b>Neofytos Neofytou</b>	Student Representative	University of Cyprus

## C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
  - (a) sub-areas*
  - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
  - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

### **Findings**

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

### **Strengths**

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

### **Areas of improvement and recommendations**

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

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

### **Sub-areas**

- 1.1 Policy for quality assurance**
- 1.2 Design, approval, on-going monitoring and review**
- 1.3 Public information**
- 1.4 Information management**

### **1.1 Policy for quality assurance**

#### Standards

- *Policy for quality assurance of the programme of study:*
  - *is a part of the strategic management of the program.*
  - *focuses on the achievement of special goals related to the quality assurance of the study program.*
  - *has a formal status and is publicly available*
  - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*
    - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
    - *integrates employer surveys to adapt to evolving workplace demands.*
    - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
    - *is published and implemented by all stakeholders.*

### **1.2 Design, approval, on-going monitoring and review**

#### Standards

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*

- *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
- *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
- *is designed by involving students and other stakeholders*
- *benefits from external expertise*
- *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
- *is designed so that it enables smooth student progression*
- *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*
  - *collaborates with industry experts for curriculum development.*
  - *conducts joint reviews with external academic specialists to maintain academic rigor.*
  - *performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.*
  - *establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.*
  - *conducts regular feedback sessions with local community leaders for societal relevance.*

### 1.3 Public information

#### Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
  - *selection criteria*
  - *intended learning outcomes*

- *qualification awarded*
- *teaching, learning and assessment procedures*
- *pass rates*
- *learning opportunities available to the students*
- *graduate employment information*

*In addition, the program has established mechanisms of transparency & communication to ensure that*

- Professional bodies validate program descriptions and outcomes.
- Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- Industry-specific & societal information is regularly updated with expert inputs.
- Alumni testimonials are included for a realistic portrayal of program outcomes.

## 1.4 Information management

### Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
  - *key performance indicators*
  - *profile of the student population*
  - *student progression, success and drop-out rates*
  - *students' satisfaction with their programmes*
  - *learning resources and student support available*
  - *career paths of graduates*
  - *industry trend analysis.*
  - *feedback mechanisms from external partners/stakeholders*
  - *data exchanges with professional networks*
  - *employer insights concerning career readiness*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

*You may also consider the following questions:*

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*

- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*
- *How and to what extent are external stakeholders involved in the quality assurance process of the program?*
- *How is external stakeholder feedback gathered, analyzed and implemented,?*
- *In what ways do external stakeholders assist in making program information publicly available?*
- *How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment outcomes?*

## Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

The programme's design is driven by clear objectives aligned with the institution's strategic goals and vision. The college has made an effort to map how each course unit within the programme contributes to the overall aims and objectives, and intended learning outcomes to ensure a coherent curriculum.

The programme design also reflects the four purposes of higher education as defined by the Council of Europe: preparing students for sustainable employment, fostering personal development, encouraging active citizenship in democratic societies, and promoting a broad and advanced knowledge base through teaching, learning, and research. The curriculum is structured in accordance with the European Qualifications Framework, with assessments and assignments designed to match the programme's level of difficulty and the corresponding ECTS credits. The programme goes through a formal institutional approval process and results in qualifications that are communicated and aligned with relevant qualification frameworks.

The study programme is underpinned by a comprehensive quality assurance policy, integral to the institution's strategic management framework. A dedicated committee is tasked with overseeing the quality assurance system, which encompasses the necessary structures, regulations, and processes to uphold academic integrity and freedom. Evidence have been provided about the effective implementation of the Quality Assurance Policy. This committee offers guidance to teaching staff, administrative personnel, and students, ensuring adherence to quality assurance responsibilities.

## Strengths

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

The 4-year BA programme (240 ECTS) is clearly structured and aligned with EQF Level 6, featuring well-defined intended learning outcomes and a logical course progression. A robust quality assurance policy is formally in place, linked to the institution's strategy, and supported by regular internal reviews (i.e., twice a year) and continuous monitoring mechanisms. The programme's concentrations are carefully aligned with Cyprus' labour market needs, including partnerships such as the ACCA qualification in Accounting, and collaborations with Baker Tilly and Petros Goulas Ltd, a marketing firm, for employment opportunities and feedback on the programme's employment profile. The management team is highly committed, actively participating in initiatives to enhance teaching quality, and engages external stakeholders to ensure practical relevance. Assessment follows a consistent structure, incorporating mid-term exams, final exams, and coursework to comprehensively evaluate student progress. The programme leverages digital platforms to enrich the learning experience and integrates theory and practice through applied coursework, assignments, guest lectures, field trips, and case studies - all reflecting real-world business scenarios. To foster continuous improvement, feedback mechanisms are embedded throughout the programme. CTL Eurocollege collects anonymous student feedback at the end of every semester

and seeks input from external stakeholders as well. This feedback is reviewed and used to refine course content, delivery and faculty development, ensuring the programme evolves to meet the needs / expectations of students effectively.

### Areas of improvement and recommendations

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

The first three years of the BA programme are structured to align with international standards in management studies, ensuring students gain a strong foundation in the core principles of management, economics, accounting, and marketing. While the introduction of concentrations adds significant value to the programme, it also presents challenges that need to be addressed to maintain quality and student satisfaction.

The Accounting concentration stands out as a well-designed track, fully aligned with professional bodies like ACCA and ICAEW, which enhances its credibility and employability prospects. However, the Management and Marketing concentrations face issues due to considerable overlaps in their course content. For instance, in the Management concentration, there is redundancy between International Management and International Business, as well as between Operations Management and Quality Management. Similarly, the Marketing concentration includes repetitive topics such as Market Research and Research Methodology in Semester 5, along with multiple courses on social media and digital marketing that could be streamlined for greater efficiency. The programme would benefit from consolidating similar units to eliminate redundancy. Creating a document (e.g., a cross-table) mapping the learning objectives per course unit would facilitate this process.

Given the scale of operations of the College, there is a risk that not all concentrations can be run simultaneously, potentially leading to low student numbers in some tracks and affecting student satisfaction. To mitigate this, a contingency plan should be in place to ensure students are not left disappointed if their preferred concentration is unavailable.

The current allocation of 6 ECTS for the final project seems insufficient, considering the extensive workload it entails. The EEC suggests increasing the ECTS for the final project to better reflect its demands and redesigning the project to provide clearer expectations regarding data collection and research output. Such extension would allow for more elaboration on the different learning goals, like the application of theory, and the application of data analytical methods.

To optimize resources and improve the programme's overall efficiency, courses could be shared across concentrations, such as introducing Corporate Social Responsibility (CSR) as a common unit. Additionally, formalizing a curriculum review cycle and systematically monitoring student workload would ensure that ECTS allocations accurately reflect the actual demands of each course. By addressing these problematic areas, the programme can enhance its efficiency, reduce redundancy, and ultimately improve student satisfaction while maintaining alignment with international standards.



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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Partially compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

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

### Sub-areas

**2.1 Process of teaching and learning and student-centred teaching methodology**

**2.2 Practical training**

**2.3 Student assessment**

### **2.1 Process of teaching and learning and student-centred teaching methodology**

#### Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

### **2.2 Practical training**

#### Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

## 2.3 Student assessment

### Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*
  - *The time allocation for each assessment task is explicitly stated in course outlines, ensuring students are aware of the expected workload.*
  - *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

*You may also consider the following questions:*

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*

- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- **Are students actively involved in research? How is student involvement in research set up?**
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- **Do students' assessments correspond to the European Qualifications Framework (EQF)?**
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

### Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

The programme uses a student-centred learning approach like case studies and group work, with transparent assessment criteria shared upfront. Field trips and workshops, such as the Grigoriou trip, enhance practical learning. While assessments align with learning outcomes, they lack variety and could be more challenging to better evaluate student competencies.

A clear AI policy is needed (not only at the programme but also at unit level), outlining ethical use and academic integrity, and should be communicated from the first lecture. Diversifying assessments and refining their alignment with course goals would further strengthen the programme as well. Finally, given that AI is continuously developing, the AI policy needs to be annually updated.

### Strengths

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

The programme emphasizes student-centred learning methods, incorporating case studies, presentations, and group work to foster active engagement and practical application of knowledge. Assessment methods are designed to align with learning outcomes, although in practice, all course units tend to rely on a similar assessment structure. To ensure clarity and fairness, assessment criteria are communicated to students in advance, with syllabi provided during the first lecture of each course.

The learning environment is further enriched by positive and supportive interactions between lecturers and students, creating a conducive atmosphere for academic growth. Additionally, the programme enhances the educational experience through field trips, workshops, and networking

events, such as the Grigoriou field trip. These activities not only reinforce theoretical learning but also help students develop practical skills and professional connections.

The program has appropriate procedures for dealing with students' complaints regarding the process of teaching and learning.

Areas of improvement and recommendations

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

The programme's assessment approach would benefit from refining the structure of multiple-choice questions to make them more challenging and less direct, encouraging deeper critical thinking among students. For instance, instead of using key words as answer options, one can also work with a set of three statements and ask students to assess which of these statements are true/false: one, two, or all three. While assessment practices are currently consistent, there is an opportunity to introduce greater diversity in assessment types to better align with course objectives, build diverse soft and hard skills, and accommodate different learning styles. This would not only provide a more comprehensive evaluation of student competencies but also ensure a clearer connection between assessment methods, learning outcomes, and the ECTS workload.

Additionally, the institutional and programme-level AI policy lacks clear implementation and communication at the course level. Developing a well-defined AI policy is essential, as it should outline acceptable use, academic integrity expectations, and provide guidance for both staff and students. This policy should be introduced and explained to students from the very first lecture, ensuring they understand how to use AI tools responsibly and ethically throughout their studies.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

**3. Teaching staff (ESG 1.5)**

<u>Sub-areas</u>
<b>3.1 Teaching staff recruitment and development</b>
<b>3.2 Teaching staff number and status</b>
<b>3.3 Synergies of teaching and research</b>

### 3.1 Teaching staff recruitment and development

#### Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

### 3.2 Teaching staff number and status

#### Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

### 3.3 Synergies of teaching and research

#### Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

*You may also consider the following questions:*

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

### Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

The College fosters a supportive working environment that contributes to faculty satisfaction and retention. Faculty members report a high level of satisfaction with the working atmosphere, feeling appreciated and supported by the administration. This sense of academic autonomy and collegiality results in low attrition rates, indicating a positive and collaborative work environment.

The programme's highly qualified, research-active faculty - many with PhDs and full-time roles - ensures academic rigor and continuity. External collaborations and European Commission projects further enrich teaching quality, while regular faculty input and student evaluations reflect a commitment to continuous improvement and student support.

To enhance resilience, distributing teaching responsibilities more evenly and formalizing professional development in pedagogy and technology would strengthen delivery. A tighter link between teaching and research would further elevate the academic experience.

### Strengths

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

The programme benefits from a highly qualified teaching staff, with many holding PhDs and working full-time, ensuring strong academic leadership and continuity. The involvement of visiting external speakers and participation in European Commission projects further enriches the faculty's professional development, while most full-time academic staff remain research-active, enhancing the programme's academic rigor and relevance. Especially the obtained funding linked to Erasmus+ programs is helpful in terms of offering exchange opportunities to staff, students and programs of study, and also stimulating the collaboration with other European institutions, including joint research projects as well as organizing and participating in research conferences.

All teaching staff are appropriately qualified for the programme's needs, with sufficient numbers to support the effective delivery of the programme. Their active involvement in designing and developing the bachelor's programme is valued, and their input is integrated into academic planning through regular meetings focused on course improvements and curricular issues. Faculty members express high satisfaction with the working environment, feeling both appreciated and supported by the administration, which promotes academic autonomy and collegiality. Student evaluations of teaching are systematically conducted through questionnaires, reflecting the programme's strong commitment to teaching quality and student support.

#### Areas of improvement and recommendations

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

The programme could enhance its resilience by distributing teaching responsibilities more evenly across courses, ensuring greater flexibility and continuity in delivery. To further elevate teaching quality, formalizing continuous professional development in pedagogy and technology would equip staff with the latest tools and methods, while strengthening the connection between teaching and research would enrich the academic experience for both students and faculty.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant

#### 4. Student admission, progression, recognition and certification (ESG 1.4)

##### Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

##### 4.1 Student admission, processes and criteria

###### Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

##### 4.2 Student progression

###### Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

##### 4.3 Student recognition

###### Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
  - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
  - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

#### 4.4 Student certification

##### Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

*You may also consider the following questions:*

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

##### Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

The programme offers comprehensive academic support through Internal Course Evaluation surveys, regular mentor check-ins, and formative feedback. These tools help track student progress, address challenges early, and provide personalized guidance for successful completion. From the start, students receive all necessary resources, ensuring they are well-equipped to meet academic expectations.

Entry requirements include a high school diploma and proof of English proficiency (e.g., IELTS score of 5), maintaining consistent academic and language standards. These requirements are well publicised. The programme's certification aligns with EQF Level 6, ensuring European recognition, while recognition of prior learning allows students to leverage existing knowledge. However, while CTL Eurocollege has an AI policy, its practical implementation remains unclear. Establishing specific guidelines and training for responsible AI use is essential to uphold academic integrity for both students and staff. Given that AI is continuously developing, AI policy needs to be annually updated.

##### Strengths

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

Firstly, the programme provides ongoing academic support through Internal Course Evaluation surveys, regular mentor check-ins, and formative feedback. These mechanisms actively monitor student progress, identify challenges early on, and offer tailored assistance to guide students toward successful program completion. The College makes all necessary information available from induction day, ensuring that students have the resources they need to succeed.

Secondly, the programme sets clear entry qualifications to maintain academic standards. Applicants must hold a high school diploma, establishing a baseline of prior education appropriate for the bachelor's level. Additionally, the programme requires proof of English language proficiency through recognized tests such as IELTS, with a minimum score of 5. This requirement ensures clear and measurable language standards for all students, including international applicants.

Finally, the programme's certification aligns with European standards at EQF Level 6, guaranteeing recognition and comparability across Europe. Additionally, procedures for the recognition of prior learning are in place, allowing students to build on their existing knowledge and experience.

#### Areas of improvement and recommendations

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

Currently, CTL Eurocollege has a policy on the use of AI in teaching and academic work, but it is unclear how it is implemented in practice. It is crucial to establish guidelines for the appropriate use of AI tools, as this directly impacts academic integrity, not only at the programme level but also at the course unit level. Both students and staff should receive training on how to use these tools responsibly within the learning process. Given that AI is continuously developing, AI policy needs to be annually updated.



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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

## 5. Learning resources and student support (ESG 1.6)

### Sub-areas

#### 5.1 Teaching and Learning resources

#### 5.2 Physical resources

#### 5.3 Human support resources

#### 5.4 Student support

### 5.1 Teaching and Learning resources

#### Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

### 5.2 Physical resources

#### Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

### 5.3 Human support resources

#### Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

## 5.4 Student support

### Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

*You may also consider the following questions:*

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

### Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

The programme offers high-quality student support through motivated non-academic staff and excellent infrastructure, including well-maintained study spaces, a library, and fully equipped rooms with computers, scanners, and 24/7 Wi-Fi. Proactive services like office hours, workshops, and one-on-one advising further assist students with academic and career development, such as CV building and interview preparation.

### Strengths

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

The programme benefits from motivated non-academic staff who actively contribute to delivering high-quality student support services. The infrastructure is sufficient, featuring well-maintained premises with dedicated study spaces, computer labs, and a library designed to accommodate both individual and collaborative learning.

Study rooms are fully equipped with essential tools, including computers, scanners, and photocopiers, while 24/7 Wi-Fi access across the campus ensures students can study flexibly at any time. The addition of the new building in close proximity will enhance the efficiency of operations of the College.

Additionally, proactive support is provided through scheduled office hours, workshops, and one-on-one advising, assisting students with career planning, such as building a CV or preparing for interviews.

### Areas of improvement and recommendations

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

The EEC does not have any recommendations on this item.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ  
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



## 6. Additional for doctoral programmes (ALL ESG)

### Sub-areas

- 6.1 Selection criteria and requirements**
- 6.2 Proposal and dissertation**
- 6.3 Supervision and committees**

### **6.1 Selection criteria and requirements**

#### Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
  - *the stages of completion*
  - *the minimum and maximum time of completing the programme*
  - *the examinations*
  - *the procedures for supporting and accepting the student's proposal*
  - *the criteria for obtaining the Ph.D. degree*

### **6.2 Proposal and dissertation**

#### Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - *the chapters that are contained*
  - *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - *the minimum word limit*
  - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

### **6.3 Supervision and committees**

#### Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*

- reports per semester and feedback from supervisors
- support for writing research papers
- participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.

You may also consider the following questions:

- How is the scientific quality of the PhD thesis ensured?
- Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?
- Are the criteria reflected in dissertation samples?

### Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

### Strengths

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

Click or tap here to enter text.

### Areas of improvement and recommendations

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

Click or tap here to enter text.

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

Sub-area		<b>Non-compliant/ Partially Compliant/Compliant</b>
<b>6.1</b>	Selection criteria and requirements	Choose answer
<b>6.2</b>	Proposal and dissertation	Choose answer
<b>6.3</b>	Supervision and committees	Choose answer

## D. Conclusions and final remarks

*Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.*

The 4-year BA programme (240 ECTS) stands out for its clear structure and alignment with EQF Level 6, offering well-defined learning outcomes and a logical progression of courses. A robust quality assurance policy, reinforced by bi-annual internal reviews and continuous monitoring, ensures the programme remains strategically aligned with institutional goals. The concentrations are carefully designed to meet local labour market needs, with strong partnerships such as the ACCA qualification in Accounting and collaborations with Baker Tilly and Petros Goulas Ltd, which enhance the practicality of the programme and its employability. The management team's dedication to teaching quality, combined with engagement from external stakeholders, further strengthens the programme's relevance and excellence. Assessments are consistent and comprehensive, incorporating mid-term and final exams alongside coursework, while digital platforms and practical learning activities—including guest lectures, field trips, and case studies—effectively bridge theory and real-world application. Feedback mechanisms, such as anonymous student surveys and external stakeholder input, ensure continuous improvement, allowing the programme to adapt to evolving student needs and expectations.

While the programme excels in many areas, there are key points for improvement to maintain its high standards. The Accounting concentration is well-aligned with professional standards, but the Management and Marketing concentrations exhibit overlaps in course content, such as redundancies between International Management and International Business, or repetitive digital marketing modules. Consolidating similar units and mapping learning objectives in a structured document would streamline the curriculum and reduce inefficiencies. There is also a risk of low enrolment in certain concentrations due to operational constraints, highlighting the need for a contingency plan to manage student expectations. The final project's ECTS allocation (6 credits) seems disproportionate to its workload, and a redesign with clearer research guidelines would better reflect its demands. Sharing courses across concentrations, such as introducing a common module like Corporate Social Responsibility (CSR), could optimize resources, while a formalized curriculum review cycle and systematic workload monitoring would ensure ECTS allocations align with actual course demands.

The programme's student-centred learning approach is evident in its use of case studies, presentations, and group work, fostering engagement and practical skills. While assessment methods align with learning outcomes, they often follow a similar structure, limiting diversity. Transparent assessment criteria are communicated early, and the supportive learning environment—enhanced by field trips, workshops, and networking events—strengthens both academic growth and professional connections. However, assessments could be refined to encourage deeper critical thinking, such as redesigning multiple-choice questions to be more challenging and introducing greater variety in assessment types. A stronger link between

assessments, learning outcomes, and ECTS workload would provide a more holistic evaluation of student competencies.

The programme is supported by a highly qualified and research-active teaching staff, ensuring academic rigor and continuity. External collaborations and European Commission project involvement further enrich faculty development, while systematic student evaluations and a collaborative working environment underscore the institution's commitment to quality. To enhance resilience, distributing teaching responsibilities more evenly and formalizing professional development in pedagogy and technology would further strengthen teaching effectiveness. The AI policy, though established, requires clearer implementation at the course level, with guidelines and training to ensure responsible AI use and uphold academic integrity.

The programme also benefits from motivated non-academic staff and adequate infrastructure, including well-equipped study spaces, computer labs, library, and 24/7 Wi-Fi, alongside proactive career support through workshops and advising. Clear entry requirements, such as a high school diploma and English proficiency (IELTS 5), maintain academic standards, while EQF Level 6 certification and recognition of prior learning ensure European comparability and flexibility for students.

In conclusion, the EEC believes CTL Eurocollege offers a competitive and valuable Business Administration bachelor programme. Overall, the CTL Eurocollege provides a quality learning environment that meets both the academic and personal development needs of its students, while also ensuring alignment with industry standards and international best practices.



## E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
<b>Pedro de Faria</b>	
<b>Ad de Jong</b>	
<b>Simos Chari</b>	
<b>Neofytos Neofytou</b>	

**Date:** 06-02-2026