

Doc. 300.1.1

Date: 13/10/2020

External Evaluation Report (Programmatic)

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

In Greek:

Διοίκηση Επιχειρήσεων (4 έτη / 240 ECTS /
Πτυχίο) συν ενδεχόμενο προπαρασκευαστικό έτος.

In English:

Business Administration (4 years / 240 ECTS /
Bachelor of Arts) plus an optional foundation year

- Language(s) of instruction: English
- Programme's status
New programme: No
Currently operating: Yes



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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

A. Introduction

This part includes basic information regarding the onsite visit.

Click or tap here to enter text.

Due to COVID-19 travel restrictions, the evaluation of the 4-years program of study in Business Administration (Bachelor of Arts) at CTL Eurocollege took place virtually via a Zoom meeting coordinated by Mr. Lefkios Neophytou. The virtual meeting took place on October 7, 2020.

Prior to the meeting, we were submitted the document 200.1 that runs to 404 pages and includes analytical information about the Institution, the program of study, the quality assurance mechanisms the academic/teaching personnel, the premises and the infrastructure.

The EEC met with the CTL's administration/management team and in particular with: Andreas Papathomas as Executive Director; Lakis Papathomas as Administration Director; Marianna Papathoma as Quality Assurance Officer; Dr Elena Malkawi, as Program Coordinator; Dora Konstantinou as Academic Dean; Dr Georgios Afxentiou as Head of Research and Angela Neokleous as Academic Administrative. In an informal talk, they explained to us their broader vision and goals for the short-, mid- and long run. Next, we were given a presentation for the CTL Eurocollege in general and for the program of study under evaluation. The presentation was adequate, interesting, informative and very helpful in enabling us to understand the program of study, its management and the wider context.

The EEC also met members of the faculty teaching staff of various disciplines (Dr Christoforos Ioannidis, Dr Andreas Constantinou, George Antoniadis, Marilia Kountouridou and Mike Grispos) who assisted in the presentation of the program of study.

Moreover, in the absence of faculty or administrative/managing members we have met and interviewed four international students from different years of study: Svetlana Leushina and Kristina Lyzlova from Russia, Venus Cordez from Philippines, and Mian Faisal Mehmood from Pakistan. Finally, in the presence of the CTL's administration team we have met and interviewed two members of the administrative staff: Georgia Theofilou (librarian) and Anastasia Voniati (student counselor).

In addition, we were also provided a set of pictures of the College's premises which were accompanied by a video as a virtual tour. Moreover, the Document 200.1 provides an analytical description of the College's infrastructure and its offerings to the student population.

Every effort was made by the CTL's team to help us during the virtual visit and everyone seemed very flexible to accommodate their program to the needs of the EEC. Our overall impression of the submitted material is that it conforms to the assessment requirements stated by the agency and contains all the necessary documentation and information. We acknowledge all the effort that has gone into the production and presentation of the material that was handed to us. The faculty, administration and school leadership were generous with their time and engaged with us openly and thoughtfully during the visit. We welcomed the opportunity to have an open and constructive dialogue with the CTL's stakeholders on various issues which, in our opinion, are important in creating and maintaining a modern, successful and efficient academic program of study able to adhere to high academic standards and flexible to compete in a changing educational environment.



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



eqar European Quality Assurance
Register for Higher Education enqa.

B. External Evaluation Committee (EEC)

| <i>Name</i> | <i>Position</i> | <i>University</i> |
|-----------------------------|---------------------|--------------------------------------|
| Dimitrios Kousenidis | Professor | Aristotle University of Thessaloniki |
| Simos Chari | Associate Professor | Alliance Manchester Business School |
| Dionisis Philippas | Associate Professor | ESSCA School of Management |
| Marilia Mateidou | Student | University of Cyprus |
| Name | Position | University |
| Name | Position | University |

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:*
 - *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*

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*
 - *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*

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*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *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*

- *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?*

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.

Students are enrolled in the BA in Business Administration which is a four-year (eight-semester), full-time program that requires 240 ECTS. The anticipated mix between Cypriot and international students is quite satisfactory. The countries of origin of the students include Cyprus, Asian countries, Russia, and other former Soviet Union States. The admission criteria are adequate and indeed the College has made the strategic decision to keep these criteria at a high level as indicated by the small number of students that enrol in the program every year (about 15 per year). This small cohort size allows for nearly personalized teaching per student and this is a strength of the program. Along the same lines, the selection criteria are consistent with the vision of the College to maintain a strong reputation and continue to be seen as one of the leading higher education institutions in the area.

In general, the program is well-designed, with overall program objectives that are in line with the institution's strategy and have explicit intended learning outcomes. The purpose, objectives, and learning outcomes are clearly communicated and well-justified. The intended learning outcomes spring clearly from the mission statement of the program. The structure and content include core compulsory courses (180 ECTS), general education compulsory courses (30 ECTS) and elective courses, which split equally to general education courses and specialization courses. The assessment system and criteria regarding student course performance are clear, adequate and well-communicated to the students. Overall, the program is meant to supply both practical and theoretical knowledge to students, which can serve them well in their professional careers.

Quality assurance mechanisms are present and fairly well-aligned with international standards. There is a number of quality assurance mechanisms and formal policies for the development and the management of the program of study. Importantly, formal quality assurance mechanisms are accompanied by informal processes, which also appear to be working quite well.

[Click or tap here to enter text.](#)

Strengths

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

The proposed program of study is designed so that it enables smooth student progression.

In summary, the strengths of the program are as follows:

1. CTL Eurocollege has a long experience (more than 50 years) in delivering educational programs in business administration. Previous programs were also accredited by the Ministry's former accreditation process.
2. Most of the faculty teaching staff has adequate practical experience, which ensures a good balance between theory and practice.
3. A sound fraction of the program is taught by full-time faculty, who are Ph.D. holders or Ph.D. candidates and well experienced teachers.
4. The College supports and runs a research program and seems to be supportive to the research activities of the faculty members. This ensures adequate academic standards, which coupled with the good ties the College has with the industry, add value to the program of study.
5. The small class size contributes to fostering interactions between academics and students.
6. The skills taught and learnt on the program enhance student employability.
7. The information related to the program of study is publicly available. The assessment system and criteria regarding student course performance are clear, adequate and well-communicated to the students. The course syllabuses and course outlines clearly define the

expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.

8. The structure of the program follows the European Credit Transfer System (ECTS).

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.

While in broad terms the program of study is adequate there is space for improvements:

1. The proposed program of study displays a significant degree of variation as compares to the existing program, which was accredited by the former accreditation mechanism of the Ministry. In particular, seven new courses have been added (i.e., risk management, crisis management etc.) on the grounds of delivering a modern program which is aligned to the new trends in the market. The addition of seven new courses to a total of forty courses represents a significant change (17.5%), and as such, should be managed accordingly. For example, the College could hire new expert staff to appropriately design and deliver the new courses. However, what we observed instead is that the content of the new courses has been adapted to reflect a pure managerial focus, based on the areas of competence of the existing staff. For instance, the content of the new course on risk management is mainly based on the COSO framework and ignores other aspects of risk management, such as value at risk or other quantitative approaches to manage risk. While the practice followed by the College could be seen as an attempt to smoothen the transition to the new program, the EEC failed to see any provisions on how the new courses will gradually evolve to incorporate all required content.

2. There is no provision for the adaptation of existing students, especially of those who are to enrol the third and fourth year, to the new program of study.

3. The courses Business Statistics (STA 101) and Research Methodology (STA 301) are taught at semesters 3 and 5 respectively. We believe that these two courses, which have a relatively high degree of difficulty and aim at helping students to elaborate their final theses, should be transferred to upper level semesters.

4. The content of the program could be rebalanced to include more elective courses. We propose the inclusion of core elective courses that cover topics such as sustainability, digitalization, financial markets and institutions or fintech. This would ensure that the recent educational and societal trends are reflected in the program of studies.

5. Moreover, the international dimension of the program is rather weak and could be improved by inviting more visiting professors from abroad who could help in the development of the quality of the program and in the strengthening of the research profile of the program and staff through collaborations.

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

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.*

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.*

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 and 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.*

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.

During our meeting with the teaching staff, we interviewed all full time professors and most of the part time professors. Full-time staff has adequate qualifications. Most of them hold Ph.D degrees or are Ph.D candidates and are active in research (i.e. they all seem to be doing some research,

attending conferences and the like, and have a good understanding of the value of doing research for an educational institution). The part time staff consists mainly of professionals who bring their experience in class and give the program the required practical orientation. All of the staff has very good English language skills (it seems that all but one are Cyprus nationals).

There is a comprehensive teaching methodology and mechanisms. CTL Eurocollege exploits ample experience to deliver a thoughtful teaching and learning design and delivery of the program. The program is built with student needs in mind and this shows clearly.

In addition, the teaching staff seems to be pleased with the working conditions and the overall College working environment. They all appear to take teaching seriously and many of them have long presence in the college (+5 years). The staff is categorized into the standard four academic ranks and promotion is based on teaching performance, research performance and administrative work. The college is supportive to research and offers initiatives for faculty members in case of research performance, (reduction of teaching load, recognition etc.).

Also, a large fraction of the full-time staff seem to be in regular contact with other professors from institutions abroad and there are several visits by foreign faculty who give research seminars in the context of staff development. In addition, the involvement of the teaching staff in research activities implies travelling abroad and interacting with their communities, so lectures seem to be connected to their respective academic communities.

Strengths

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

1. A number of committees as well as a dedicated program quality administrator ensure proper delivery of module material and constitute an important means by which the College maintains consistent quality standards.
2. There is a comprehensive teaching methodology and mechanisms in the program. The College has given appropriate consideration to the teaching and learning design. There is evidence of appropriate pedagogical methods in relation to the achievement of the intended learning outcomes.
3. Overall, the program compares very positively with relevant programs offered in Cyprus and abroad. The intended learning objectives of the program conform to the aims and objectives of the program and they are effectively communicated to the students. Also, the structure of the program as well as the learning mechanisms are appropriate for the effective delivery of the learning objectives.
4. In general terms the EEC feels that the program is fully managed by the academics in charge and there are no inappropriate non-academic interventions. The program is of the appropriate size and guarantees a friendly and collegiate environment between students and teaching/ administrative staff.

5. The students interviewed by the Committee highlighted they are quite satisfied with the quality of the program. They have also indicated that communication with faculty members and the administrative team is open and consists a part of the culture of the staff.
6. Finally, there is a good research program that the College runs over the past years and it helps the students as well as the faculty to actively enroll in the program.

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.

1. The College should maintain and improve its support regarding the professional development of faculty in relation to staying up to date with teaching methods and research that can later be incorporated into the teaching provision.
2. The links to the local businesses/ market can be improved further in the near future. This could enhance marketability of potential future students and would add to the industry/business link of the program. Moreover, possible internships for current foreign students may be enhanced and intensified.
3. The College applies a sound admission process with well-documented criteria. However, this could be tightened up if the program is to become more competitive in the future (e.g. higher apolyterion marks to enter into the programme etc.). The English language entry requirement of an IELTS score of 5.0 seems very low. From past experience, students with scores below IELTS 6.0 find it difficult to function properly on an English taught programme.

Click or tap here to enter text.

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)

Sub-areas

- 3.1 Teaching staff recruitment and development**
- 3.2 Teaching staff number and status**
- 3.3 Synergies of teaching and research**

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 evaluation committee commends the College on the procedures it is using to recruit faculty, train them and provide them with resources to grow professionally. As detailed, both the documentation we were provided and the interviews we conducted demonstrated clearly that faculty are clear on expectations, do receive formal and informal assistance, have sufficient opportunities and motivation to conduct research and move up the ranks within the College.

Indeed, as a primarily teaching focused college, CTL Eurocollege is rather unique in promoting research and this sets it ahead of its competition on that front.

We also note that employee turnover appears to be rather low in the College and this is yet another indication that faculty are satisfied with the working conditions offered at the institution. They all seem engaged and professional and have very good English language skills. Most of the faculty members we met had a tenure of many years.

Click or tap here to enter text.

Strengths

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

There appears to be a good balance between young and experienced faculty members. The faculty seems to be well integrated and on good working terms. The experienced faculty have been with the College for a long time, which implies a good working environment that is beneficial to the program.

Furthermore, it seems that the outcome of teaching is being monitored and taken seriously by the institution and that any issues or problems are professionally and effectively taken care of. There is also a good process of evaluation of the faculty by both students and the Head of the Department. Moreover, faculty members are asked to evaluate their own courses and revise their teaching material. This was often reported and mentioned during our remote visit.

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.

The college should invest in further resources that could help the faculty to conduct quality research. The acquisition of some databases (i.e., Bloomberg, WRDS, etc.) would enhance and intensify the research activities of the faculty.

Moreover, the college should pursue to regularly conduct research seminars in which faculty members could present research papers to others in order to discuss them, a practice that is likely to improve the quality of the research. These initiatives could be undertaken not only within the college but also together with other Cypriot Universities and Colleges (sharing of seminar email lists, organization of joint research seminars etc.).

The current flexibility in the promotion criteria is somewhat understandable given the different contributions of each faculty member to the program. However, some standardized criteria should be introduced as well. For instance, these could include a specified number of research publications in high calibre journals following international journal lists such as the ABS Journal Quality list in the UK. The standardization of some criteria would allow consistency across the board while providing faculty with clear goals that need to be achieved.

Click or tap here to enter text.

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

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 evaluation committee discussed with four international students inquiring why they decided to join CTL Eurocollege, follow the program, describe their experiences and present to us what they liked and what they thought could be improved.

The students expressed great satisfaction with the College. They highlighted that the College is accommodating when it needs to be (i.e. the provision of tutoring to the students in need), that they were satisfied with the modules and with the infrastructure of the College. They also noted that the College is active in helping them find jobs and overall, they did not raise any serious red flags.

Click or tap here to enter text.

Strengths

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

1. CTL Eurocollege is very student-oriented.
2. The students are well taken care of by the College. For example, there is individual feedback by the teaching staff (an advantage of a small program).

3. There is an evaluation on behalf of the students and the issues raised are considered seriously by faculty and administration.
4. The College seems to perform well as the students appear to obtain good-quality education at an affordable price which also allows them in the professional careers.
5. As far as students from foreign countries are concerned, it appears that the College reaches out to help them in the best possible way e.g. regarding the visa application and renewal process, accommodation etc. Moreover, since these students often face more difficult economic conditions compared to the local students (especially during the pandemic lock down), there is financial aid in terms of more instalments and discounts when paying student fees.

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.

In our interview with the students we asked for the reasons why the CTL Eurocollege is an institution where students would like to study. The responds that we got were that students find the program to be cheaper than other comparable programs offered by Cypriot Universities and colleges. We also asked open questions about their experiences and what they would improve (we assume from our own experience that there are always things to improve). The answers were not directly given but rather, we had to actively help them to say something, which was of the kind of “everything is perfect” or “nothing is to be improved”. We believe that these answers likely flag up areas of concern however, they consist of issues that the college should work on for its internal evaluation process.

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.*

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 video we were provided before the evaluation on the College's building together with the interviews we conducted lead us to conclude that CTL Eurocollege offers adequate resources to both students and faculty including access to library material, IT infrastructure and administrative support. Indeed, the building appears to be modern, functional and well located which is a strong plus for the College. Along the same lines, the library appears well equipped and our overall impression is that all resources are in place and fully functional. In terms of human capital support,

the College is performing well on that front as faculty appear to be provided what they need to fulfil their teaching duties and, in part and when applicable, their research endeavours.

Strengths

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

1. The leadership team appears committed to support faculty and students with resources when required.
2. The administration staff seems to be very satisfied with the working conditions in the College. We also found a dedicated administrative staff which actively participates in student life and the support of college life. Administrative systems appear to be sound, with clear structures and roles. It is important that the College recognizes the need to maintain capacity in the team especially if the program is successful in recruiting more students, with the demands and expectations that students in the program can place on administrative staff. This should include investment in pastoral or welfare services for students.
3. The students are quite happy with the services they receive in terms of the lounge, the library and the like.
4. When considering that the College also offers degrees in other Business disciplines, the state-of-the-art IT infrastructure that such a degree requires is a benefit that spill overs to student in the Business Administration track.

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.

1. The College will need to ensure that the adequacy of resources is maintained and updated in light of changing student numbers (especially if the year on year increases are realized) and in light of ongoing advances in academic knowledge, and developments in professional practice.
2. The uncertainty about 'face to face' teaching post-Covid19 faced by all education institutions means that the College will need to ensure that it has 'fail safe' contingencies in place to ensure that students can access materials and learning remotely at any times when this is necessary.
3. Access to more databases would be a welcome addition. This could be on subscription fee basis or through bilateral agreements with other Colleges and Universities in Cyprus.

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 |

6. Additional for distance learning programmes (ALL ESG)

Sub-areas

- 6.1 Distance learning philosophy and methodology
- 6.2 Distance learning material at the appropriate level according to EQF
- 6.3 Interaction plan and Interactive weekly activities
- 6.4 Study guides

6.1 Distance learning philosophy and methodology

Standards

- *The distance learning methodology is appropriate for the particular programme of study.*
- *Feedback processes for students in relation to written assignments are set.*
- *A complete assessment framework is designed, focusing on distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*

6.2 Distance learning material at the appropriate level according to EQF

Standards

- *Twelve weekly interactive activities per each course are set.*
- *The distance learning material and activities take advantage of the capabilities offered by the virtual and audio-visual environment and the following are applied:*
 - *Simulations in virtual environments*
 - *Problem solving scenarios*
 - *Interactive learning and formative assessment games*
 - *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*
 - *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*
 - *They help in building skills both in experiences and attitudes like in real life and also in experiencing - not just memorizing knowledge*
- *A pedagogical planning unit for distance learning, which is responsible for the support of the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*

6.3 Interaction plan and Interactive weekly activities

Standards

- *A specific plan is developed to safeguard and assess the interaction:*
 - *among students*
 - *between students and teaching staff*
 - *between students and study guides/material of study*
- *Training, guidance and support are provided to the students and teaching staff focusing on interaction and the specificities of distance learning.*

6.4 Study guides

Standards

- *A study guide for each course, fully aligned with distance learning philosophy and methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
 - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
 - *Presentation of course material, and students' activities on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
 - *Weekly outline of set activities and exercises and clear instructions for creating posts, discussion, and feedback*
 - *Self-assessment exercises and self-correction guide*
 - *Bibliographic references and suggestions for further study*
 - *Number of assignments/papers and their topics, along with instructions and additional study material*
 - *Synopsis*
- *Study guides, material and activities are appropriate for the level of the programme according to the EQF.*

You may also consider the following questions:

- *Is the nature of the programme compatible with distance learning delivery?*
- *How do the programme, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?*
- *How many students upload their work and discuss it in the platform during the semester?*
- *Are the academics qualified to teach in the distance learning programme?*

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 | | <i>Non-compliant/ Partially Compliant/Compliant</i> |
|----------|--|---|
| 6.1 | Distance learning philosophy and methodology | Choose answer |
| 6.2 | Distance learning material at the appropriate level according to EQF | Choose answer |
| 6.3 | Interaction plan and Interactive weekly activities | Choose answer |
| 6.4 | Study guides | Choose answer |

7. Additional for doctoral programmes (ALL ESG)

Sub-areas

7.1 Selection criteria and requirements

7.2 Proposal and dissertation

7.3 Supervision and committees

7.1 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*

7.2 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.*

7.3 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?*
- *Can you please provide us with some 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 | | Non-compliant/ Partially Compliant/Compliant |
|-----------------|-------------------------------------|---|
| 7.1 | Selection criteria and requirements | Choose answer |
| 7.2 | Proposal and dissertation | Choose answer |
| 7.3 | Supervision and committees | Choose answer |

8. Additional for joint programmes (ALL ESG)

Sub-areas

8.1 Legal framework and cooperation agreement

8.2 The joint programme

8.1 Legal framework and cooperation agreement

Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
 - *Denomination of the degree(s) awarded in the programme*
 - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
 - *Admission and selection procedures for students*
 - *Mobility of students and teaching staff*
 - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
 - *Handling of different semester periods, if existent*

8.2 The joint programme

Standards

- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

You may also consider the following questions:

- Does the joint study programme conform to the requirements of a study programme offered at the specific level?
- Is there a system that assures the quality of joint provision and guarantees that the aims of the programme are met?
- Do the mechanisms for ensuring the quality of the joint study programme take into consideration the European Standards and Guidelines (ESG)? Are they adopted by all the universities involved?
- Is the division of responsibilities in ensuring quality clearly defined among the partner universities?
- Is relevant information about the programme, e.g. admission requirements and procedures, course catalogue, examination and assessment procedures, well documented and published by taking into account the specific needs of students?
- What is the added value of the programme of study?
- Is there a sustainable funding strategy among the partner universities? Explain.

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 | | <i>Non-compliant/ Partially Compliant/Compliant</i> |
|----------|---|---|
| 8.1 | Legal framework and cooperation agreement | Choose answer |
| 8.2 | The joint programme | 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.

CTL Eurocollege appears to carry a strong reputation in part because of its selectivity in student admissions.

The College was prepared well for the Evaluation process. Staff made themselves available to the EEC and engaged flexibly during the remote visit. They were always open and considerate in their responses. The BA program goals and learning outcomes have been thoroughly described.

Education is student centred and the program is well-designed and delivered in line with its objectives and the College's strategy. Some issues that the College should seriously take into account concern the content of some of the new courses offered. In overall however, the program follows international standards and offers students with an array of services. It allows students to develop their theoretical and practical skills and knowledge within their chosen specialization, both for the local and the global market.

CTL Eurocollege has a good understanding of the market demand for prospective students. CTL Eurocollege puts effort in assisting the students with their careers and aims for 'real-world' teaching methods. That should include internship and work experience opportunities as a future plan.

We heard evidence of appropriate pedagogical methods in relation to the achievement of the intended learning outcomes. Staff understand students to be active learners with professional experience that can be drawn upon.

On the other hand we encourage the faculty to engage more heavily in current (high-level) and further research activities and for the College to put in place stronger incentives for the faculty to do so. There seems to be a clear ambition for research to grow and concrete measures towards that end could be strengthened. Such measures could include reduced teaching loads when needed, launching other programs and strengthening collaborations with external academics.

Finally, the EEC applauds the College for the investments in infrastructure.



E. Signatures of the EEC

| <i>Name</i> | <i>Signature</i> | |
|-------------------------------|------------------|--|
| Dimitrios Kousesenidis | | |
| Simos Chari | | |
| Dionisis Philippas | | |
| Marilia Mateidou | | |
| Click to enter Name | | |
| Click to enter Name | | |

Date: 13-10-2020