

Doc. 300.1.1

Date: 18/05/2025

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

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

In Greek:
ΔΙΠΛΟΜΑ ΣΤΗ ΔΙΟΙΚΗΣΗ ΕΠΙΧΕΙΡΗΣΕΩΝ

In English:
Diploma in Business Administration
- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

In Greek: Concentrations
In English: Concentrations



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

A. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (EEC) conducted a site visit to Ctl Eurocollege in Limassol on the 15th of May 2025. Prior to the visit, the committee was provided with a comprehensive set of documents, including the faculty handbook, which outlined promotion criteria and procedures, as well as the program study guide, detailing the program structure and faculty qualifications. These documents were thorough and instrumental in helping the committee understand the overall organization and academic framework of the College.

During the visit, the EEC met with key members of the College's leadership and academic staff, including Lakis Papathomas (Administration & Finance Director), Dora Konstantinou (Academic Dean and Member of the QAC), Maria Hatjielia Drotarova (Head of Research and Member of the QAC), Elena Malkawi (Head of the Business Field and Member of the QAC), Marianna Papathoma (Quality Assurance Officer and Member of the QAC), and George Antoniadis (Programme Coordinator and Member of the QAC). These discussions provided valuable insights into the governance structure, quality assurance processes, and strategic direction of the College.

The committee also engaged with faculty members from various disciplines who presented the program of studies, highlighting key elements of the curriculum and expanding on core areas of interest. The presentations were clear, well-prepared, and effectively captured the strengths of the program. The accompanying documentation was of high quality, offering a comprehensive view of the program structure, management, and operational context.

In addition to faculty meetings, the EEC interviewed students and administrative personnel involved in academic affairs, student welfare, library services, and research support.

The EEC was given a guided tour of the College's facilities, including teaching areas, library, student meeting rooms, staff offices, and open common spaces. This tour provided a valuable opportunity to assess the physical infrastructure supporting the student experience.

Throughout the visit, the College staff demonstrated a high degree of flexibility and responsiveness, accommodating the committee's needs and ensuring a productive and informative assessment process. The EEC appreciates the considerable effort that went into the preparation and presentation of the documentation, which clearly met the assessment requirements set by the agency.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Dimitrios Kousenidis	Professor	Aristotle University of Thessaloniki
Johann Fortwengel	Reader	King's College London
Christos Kolympiris	Associate Professor	University of Warwick
Zoe Magou	Doctoral 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:*
 - *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 Diploma in Business Administration is a two-year, full-time program requiring a minimum of 120 ECTS. The program is well-structured, with objectives that align closely with the overall strategic vision of the College. The purpose, objectives, and intended learning outcomes are clearly defined and consistently communicated to students. From the first week of the semester, students are made aware of the expected learning outcomes through course syllabi, course outlines, the College's website, and its electronic platform. This transparency ensures that students have a clear understanding of the knowledge and skills they are expected to acquire, supporting both their academic and professional development.

The program aims to provide a balanced mix of practical and theoretical knowledge, preparing students for a range of career paths, whether they are entering the job market for the first time or seeking to advance in their current roles. The curriculum is well-designed, including a comprehensive selection of 15 core courses, 4 general education courses, and 1 elective, reflecting international standards and industry relevance. The core modules, as highlighted during the presentations, are thoughtfully selected to provide a strong foundation in business principles.

The admission criteria for the program are clear and appropriate, supporting a relatively small student intake each year. This approach is a significant advantage, as it allows for personalized teaching and closer faculty-student interactions, enhancing the overall learning experience. This selective approach is in line with the College's ambition to maintain a strong reputation as a leading institution in Cyprus, not just in terms of student numbers, but also in terms of quality, graduate employability, and academic excellence.

Quality assurance mechanisms are in place and well-aligned with international standards. The program benefits from both formal policies and informal processes for the development and management of the curriculum, ensuring ongoing quality improvement and responsiveness to student needs. These mechanisms appear to be functioning effectively, contributing to the program's overall quality and consistency.

Strengths

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

1. Ctl Eurocollege has extensive experience in delivering business administration programs, supported by a portfolio of related courses. This long history generates valuable spillovers for both faculty and students. Faculty benefit from opportunities to leverage their expertise across different programs, while students gain insights from instructors with significant teaching experience in their chosen field.
2. The program is built on established processes, providing continuity in the learning experience and ensuring a stable, high-quality educational environment for students. This continuity helps maintain academic standards and reinforces the College's reputation for excellence.
3. The courses within the program are well-aligned with its overall objectives, and the elective options are carefully selected to reflect current market needs. This practical focus enhances the employability of graduates by equipping them with skills that are directly applicable in the business world.
4. The College has supported an extensive research program over the past years, creating a research-oriented culture among faculty. Most teaching staff hold or are pursuing PhDs, ensuring high academic standards and

providing students with a blend of theoretical knowledge and practical insights, further enriched by the College's connections with the business community.

5. All relevant information about the program of study is publicly available, including clear and well-defined course syllabuses and outlines. These documents detail expected learning outcomes, course content, teaching methods, and assessment criteria, ensuring that students have a clear understanding of what is required for academic success.
6. The program is supported by a dedicated team of qualified academic professionals with years of teaching experience and relevant research expertise. This commitment from management, faculty, and administrative staff is evident in the planning and execution of the program, contributing to a high-quality educational experience.
7. The program is financially sustainable, benefiting from the strong reputation and brand strength of the participating institutions. This stability supports ongoing investment in academic resources and student support services.

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 program could benefit from involving external experts, similar to the UK practice of appointing external examiners, to validate course content, provide feedback, and identify areas for improvement that may not be immediately apparent to internal faculty. This approach, already adopted by some competing colleges in Cyprus, can enhance program quality and credibility.
2. The committee acknowledges the flexibility of the program in allowing graduates to transition into the Bachelor's program, which can be a valuable pathway for students. However, it is also noted that this pathway may create opportunities for strategic maneuvering, as some students may choose the Diploma as an entry point for easier admission compared to direct entry into the Bachelor's program. This dynamic warrants careful consideration to ensure the integrity and consistency of both programs.
3. The international dimension of the program is gradually strengthening, and further progress could be achieved by inviting more visiting professors from abroad. This would not only enhance the quality of teaching but also support the research development of both faculty and students through collaborative projects. Additionally, expanding recruitment efforts into new international markets, such as Russia and other Russian-speaking countries, could broaden the program's reach and diversify the student body.

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	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 teaching approach at the College is student-centered and adaptable, incorporating a range of pedagogical methods to support diverse learning styles and foster both academic and personal growth. The instructional methods used in face-to-face teaching are effective and supported by modern educational technologies, which are regularly updated to enhance the learning experience.

Formative assessment for most courses typically relies on assignment submissions, which are intended to help students develop their understanding and apply theoretical concepts.

Summative assessment is primarily conducted through mandatory mid-term and final exams, providing a structured evaluation of student learning.

Overall, the College's teaching approach is robust.

Strengths

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

1. Students have highlighted the ongoing support provided by staff members at the College. Furthermore, the EEC acknowledges the numerous advantages of the small, welcoming academic community and the close cooperation among academic and administrative personnel, which is also evident in their interactions with students.
2. Support in other than academic issues is also available to students by dedicated professionals; the EEC notes that the students have easy access to the teaching staff to discuss issues pertaining to their studies.

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 provision of personalised feedback in the assignments submitted is advised to help students identify weaknesses and successfully progress with their studies.
2. Weekly study guides could also be used to make it possible for students to determine the work to be done every week, even though the workload is not considered difficult.
3. Considering the nature of the programme, integrating more active engagement with industry and external stakeholders in the curriculum could enhance the student learning experience.

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 for its comprehensive approach to faculty recruitment, training, and professional development. The procedures in place ensure that faculty members are clear on expectations, receive both formal and informal support, and have meaningful opportunities to pursue research and advance within the institution. This was evident from the documentation provided and the interviews conducted, which consistently highlighted a supportive environment for both teaching and research.

While primarily a teaching-focused institution, Ctl Eurocollege stands out for its emphasis on research, setting it apart from many of its competitors. This focus on research not only supports faculty development but also aligns with the College's broader mission of contributing positively to society. The College's commitment to integrating research into its core activities is commendable and reflects a forward-looking approach to higher education.

Faculty retention also appears to be strong, with low turnover rates suggesting high levels of job satisfaction. Many of the faculty members we met have been with the College for several years, reflecting a stable and experienced academic team. It is particularly notable that the majority of faculty are full-time, which contributes to consistent teaching quality, student satisfaction, and a cohesive institutional culture. Faculty members also demonstrated strong English language skills, further enhancing their ability to deliver high-quality education.

Strengths

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

1. The College actively encourages current and future research through a range of support mechanisms. This includes robust funding for conference attendance, which plays a vital role in professional development. Notably, faculty typically have one day per week dedicated to research, providing valuable time for scholarly work. Additionally, the College has implemented a sophisticated incentive system for publications in ABS-ranked journals, addressing a previous recommendation and demonstrating a commitment to academic excellence.
2. The College has established transparent and standardized HR procedures, with clear guidelines for promotion. There appears to be a well-considered balance between experience and performance (including teaching, research, and administrative contributions) when assessing career progression. Faculty ranks, associated expectations, and compensation packages are clearly defined, contributing to a fair and predictable career path for academic staff.
3. The faculty members we met during our site visit expressed high levels of satisfaction with their working conditions and the College's supportive teaching and research environment. They demonstrated a clear commitment to teaching and an active interest in research, attending conferences and understanding the broader value of scholarly work, including educational impact, financial incentives, reduced teaching loads, and professional recognition. For example, one faculty member mentioned an upcoming trip to Denmark to attend the Academy of Management's annual meeting, a leading global conference in the field, reflecting the College's commitment to supporting faculty engagement with the academic community.

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 could strengthen its support for faculty research by investing in additional resources, such as database subscriptions, to facilitate data access and analysis. Protecting or even increasing the budget for research activities, including conference attendance, would further enable faculty to engage in high-impact scholarship and stay connected to the latest academic developments.
2. Another effective way to foster a vibrant research culture is to increase the number of research seminars. These sessions could feature both internal and external speakers, providing faculty with opportunities to present their ongoing projects, receive constructive feedback, and engage in scholarly exchange. This could also help build a more research-oriented community within the College.
3. To attract strong candidates for leadership roles and address potential governance challenges, the College might consider implementing a fast-track promotion system for faculty who take on significant administrative responsibilities. This approach could help ensure that those in leadership positions have the necessary authority and influence, even if they are relatively early in their careers, thus avoiding potential conflicts in line management.
4. While the College has already implemented an incentive system to encourage publications in top-ranked journals, it will be important to periodically assess the effectiveness of this approach. Over time, tracking whether these incentives lead to more international publications will provide valuable insights into the system's impact and help refine the strategy if needed.

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 evaluation committee had the opportunity to discuss with three current students of the Diploma program. During our discussions, we explored their reasons for choosing the College, their impressions of the program, and their overall experience.

The students expressed a high level of satisfaction with the College, citing the affordability of its programs and positive word-of-mouth recommendations from their networks as key factors in their decision to enroll. They emphasized the College's student-oriented approach, highlighting the close interactions between students and faculty as a particular strength.

Overall, the students reported being satisfied with the program and the range of services provided. They appreciated the College's flexibility in accommodating their needs, as well as the quality of the modules and infrastructure. The College's admission criteria were noted to be on par with other institutions in Cyprus offering similar programs. Importantly, both students and faculty indicated that the College has clear processes in place to support students who may be struggling academically, ensuring they can get back on track.

Additionally, the College participates in international exchange programs, including Erasmus, which was seen as a valuable opportunity for broader exposure and cultural exchange. The students also valued the chance to attend lectures alongside peers from other programs, such as Bachelor's, which they felt enriched their learning experience.

Strengths

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

1. The College is highly student-oriented, prioritizing the academic success and overall well-being of its students. The small program size allows for close faculty-student interactions, providing personalized feedback and support, which enhances the learning experience and fosters a sense of community.
2. Scholarships are available to students based on a combination of socioeconomic criteria and academic performance. These scholarships are accessible to a non-negligible number of students, reflecting the College's commitment to supporting both academic excellence and financial need.
3. Students benefit from individualized attention from teaching staff, a key advantage of the smaller program size. This personalized approach ensures that each student's progress is closely monitored, contributing to better learning outcomes.
4. The College actively involves students in its governance and quality assurance processes. Students participate in regular evaluations and have representation on committees such as the Quality Assurance Committee, ensuring their voices are heard in the decision-making process.

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 committee encourages the College to carefully consider the relationship between its Diploma and Bachelor programs. During the site visit, several students expressed interest in transitioning from the Diploma to the Bachelor, which suggests a potentially valuable pathway for student progression. However, this trend also raises important strategic questions. It may be worthwhile to assess whether this pathway aligns with the College's long-term goals and academic positioning. For example, it is important to consider whether this transition might create academic or resource pressures, impact the distinctiveness of each program, or introduce unintended challenges in student support and progression.
2. It was noted that some faculty members teach multiple modules within the same program, resulting in situations where students may have the same lecturer for multiple sessions in a single day. While this approach can be practical given the size of the teaching team, it presents potential challenges from a pedagogical perspective, including the risk of reduced teaching variety and potential fatigue for both faculty and students. The committee encourages the College to explore creative solutions to address this, such as more strategic scheduling, cross-disciplinary teaching, or leveraging guest lecturers, to ensure a diverse and engaging learning experience.
3. There is an opportunity to improve student attendance, which would create more opportunities for interaction and engagement during classes. This could enhance the learning experience by encouraging more active participation and peer-to-peer learning.

4. The College could consider organizing more learning trips, which would allow students to gain practical insights and firsthand experience in their field of study. Such trips can also strengthen the connection between theory and practice, making the academic content more relevant and engaging.
5. There is room to incorporate more practical examples into the teaching approach. This would help bridge the gap between theory and real-world applications, providing students with a clearer understanding of how their knowledge can be applied in professional contexts.

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 site visit, live lecture observation, and interviews with faculty, students, and administrative personnel provided the evaluation committee with a comprehensive view of the College's infrastructure and resources. Based on these observations, the committee concluded that the College offers adequate support to both students and faculty, including access to library materials, IT infrastructure, and administrative assistance. Importantly, the College also allocates resources to support faculty research efforts, which the committee views as a significant strength, reflecting a commitment to academic development.

The physical facilities are well maintained, with notable investments in modern educational technology, such as interactive blackboard screens, which enhance the teaching and learning experience. This investment in cutting-edge infrastructure demonstrates the College's commitment to providing a high-quality educational environment.

The library is another area of strength. It is well-equipped and fully functional, offering a comprehensive range of resources that effectively support student learning and faculty research. Of particular note is the College's membership in the Cyprus Universities' Consortium, which grants access to an extensive collection of academic journals and publications, significantly enhancing the research capabilities of both faculty and students.

In terms of human capital support, the College appears to be performing well, providing faculty with the necessary tools and resources to fulfil their teaching responsibilities. This includes support for research where applicable, reflecting the College's broader commitment to fostering an environment that supports both teaching excellence and scholarly contributions.

Strengths

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

1. Both faculty and students indicated that they are provided with the resources necessary to meet the expectations of their roles. Students, in particular, expressed satisfaction with the facilities available to them.
2. The leadership team appears committed to supporting both faculty and students, ensuring that necessary resources are available when required. This proactive approach contributes to a positive learning and working environment.
3. The administrative staff reported high levels of job satisfaction, noting a collegial atmosphere where team members support each other effectively. Administrative systems are well-organized, with clearly defined structures and roles, contributing to smooth operational processes.
4. The administrative team confirmed that they have the capacity needed to support the program.
5. The College's IT infrastructure was noted to be on par with expectations for high-quality education, providing the technological support needed for both 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 committee encourages the College to consider investing in infrastructure that supports recreational activities, as this can significantly enhance the student experience. Facilities such as fitness centers, recreational lounges, and outdoor spaces for relaxation and informal gatherings can foster a sense of community, promote physical and mental well-being, and contribute to a more balanced student life. Additionally, integrating such amenities into the campus environment can enhance the overall attractiveness of the College, supporting student retention and satisfaction while reinforcing the institution's commitment to holistic education.

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

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 has established a strong reputation which attracts motivated and capable students. The College prepared thoroughly for the evaluation process, providing comprehensive documentation and facilitating open, flexible discussions with the committee during the site visit. Staff were responsive and professional, clearly invested in the success of the institution.

The Diploma program is student-centered, well-structured, and aligned with international standards. It provides students with a range of services, supporting both theoretical and practical skill development for local and global markets. The College demonstrates a clear understanding of market demand and actively supports students in their career aspirations, aiming to integrate 'real-world' teaching methods.

During the site visit, faculty demonstrated a strong awareness of effective pedagogical methods, recognizing students as active learners with valuable professional experience. This approach is well-aligned with the program's intended learning outcomes and supports the development of industry-relevant skills.

However, the committee encourages the College to reflect on the relationship between the Diploma and Bachelor programs. Several students expressed interest in transitioning from the Diploma to the Bachelor, and it may be worthwhile to assess whether this aligns with the College's strategic vision or presents potential challenges.

On the research front, the committee notes the College's ambition to strengthen its research capabilities. While recent incentives are a positive step, their effectiveness should be monitored to ensure meaningful impact. Faculty engagement in high-level research could be further encouraged, potentially through additional support and clearer pathways for research development.

Finally, we commend the College for its significant investments in infrastructure. The state-of-the-art facilities we observed during our site visit reflect a strong commitment to providing a high-quality educational environment.



E. Signatures of the EEC

Name	Signature
Dimitrios Kousenidis	
Johann Fortwengel	
Christos Kolympiris	
Zoe Magou	
Click to enter Name	
Click to enter Name	

Date: 18/05/2025