

Doc. 300.1.1

Date: Date.

External Evaluation Report

(Conventional-face-to-face programme of study)

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

In Greek:

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

In English:

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

- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



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

A. Introduction

The committee visited the FreshArt Institution on Friday 16 of January 2026. The timetable of the visit included:

- Meeting with the head of the Institution and members of the Internal Quality Committee (Q&A Session) , for a short presentation of the Institution and discussion.
- Meeting with the Coordinator of the Curriculum of the department and the Coordination Committee of the programme “Fine Arts” (2 academic years, 120 ECTS, Diploma), for a short presentation of the School’s/Department’s structure, regarding: a) Mission and strategic planning, including SWOT analysis, b) Connecting with society, c) Development Processes – Action Plan, and discussion of the program as a whole and information on its response to the criteria established by the CYQAA, referring to Assessment Area 1 - Study programme and the study programme’s design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)
- Meeting with members of the academic staff, including a) Self-Presentation- (i.e. academic qualifications, publications, research interests, research activity, b) Discussion on the design, structure and content of each course and its implementation, methodologies, students’ workload, the content and the assessment of each course and their compliance with the level of the programme and expected learning outcomes. Feedback for programme improvement.
- Meeting with four (4) students, about the admission to the programme, the student friendly environment, student–centered learning, learning opportunities, consulting and follow up of their assessments, the feedback processes for the improvement of their work, and the use of the premises. Also, the opportunities provided to continue their studies or involucrate in the professional field.
- Meeting with five (5) teaching staff members, regarding a) Self-presentation-(academic education, professional work, publications, research interests, research activity), b) Discussion on the design, structure and content of each course and its implementation, methodologies, selected bibliography, students’ workload, etc. b) Discussion on the learning outcomes, the content and the assessment of each course and their compliance with the level of the programme, c) Discussion on assessment criteria, samples of final exams, and d) their contribution to the structure and updates of the study programme.
- Meeting (Q&A session) with three (3) External Stakeholders (Human Resource Manager / Creative Director-Designer / Digital Marketing) regarding: a) ESs' input on the development of the institution's quality assurance policies, b) ESs' input on the design and development, as well as on the on-going monitoring and review, c) ESs' involvement to ensure continuous alignment with market needs and to update public information for purposes of accuracy, and action provided by ESs’ for the connection with the society and the widening of the knowledge of the students.
- Visit to the institution's premises (library, computer labs, art studios, etc.). During the visit, the committee had the opportunity to ask for more information and data.
- Exit Discussion with the College Director, the programme coordinator, and the Internal Committee of Academic Quality and Compliance (questions, clarifications, observations/comments).

After a thorough study and discussion of the application dossier and the additional data, the committee drafted and submitted the following report (17 January 2026):

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Xenofon Bitsikas	Professor	School of Fine Arts, University of Ioannina, Greece
Ulrich Pfisterer	Professor	Ludwig Maximilians University of Munich
Christopher Taylor	Professor	University of Leeds
Anastasia Dieti	Student	Cyprus University of Technology
Name	Position	University
Name	Position	University

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.*

Findings

1.1 Policy for quality assurance

- The Policy for quality assurance of the programme of study is a part of the strategic management, has a formal status, and focuses on the achievement of special goals related to the development and update of the study programme.
- It is formed with clear regulations and processes to support teaching staff, and to ensure academic integrity and students' welfare. According to the Internal Quality Committee it is designed to Ensure, Enhance and Engage, and is guided by central values.
- Supports the involvement of external stakeholders and integrates survey and advice to adapt at the needs of the professional world, and regularly utilizes ESs' feedback for long-term effectiveness assessment.
- The four students present could not explain the college's internal quality assurance processes in terms of what is included and how to access these. They were also not very aware of how their feedback is collected, or how often this happens.
- Students did not clearly describe a "closed feedback loop" and they were unsure whether they received structured updates showing how their feedback has led to improvements. However, overall, students said they were satisfied with how the college's quality assurance procedures operate.

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

- The proposed curriculum relates to a "Diploma in Fine Art" (2 Years/120ECTS). The teaching language is English. The duration of studies is 2 semesters for each academic year and in total 4 semesters of 30 ECTS each semester. The programme is divided to 20 units in 4 semesters, of 5 units each. Each unit consists of 39 periods of 55 minutes, each and corresponding to 6 ECTS.
- The distribution of the units is correct and some foundation units are redistributed so that there is continuity in the educational process.
- The general curriculum design is well structured, learning outcomes of the modules are realistic. At the same time, the course curriculum defines the learning outcomes, the content, the teaching and learning approaches.
- The programme structure is clear and sufficient for the requirements of the diploma, with the philosophy of initiation in different expressive means, so that the concept of creative process and the introduction to the visual thinking are sufficiently understood and applied.
- The programme is designed so that the exams' and assignments' content and qualification criteria correspond to the level of the programme and the number of ECTS. It is designed through the involvement of students and other stakeholders, and benefits from external expertise.
- It is planned for the programme to become incorporated into the Erasmus+ Programme for the academic year 2026-27 with the aim to enhance and enrich the breadth of students' knowledge and understanding of art practices, to facilitate the research process of the teaching staff, and the interchange of teaching

methodologies. Also, the EECCommittee were informed about the Institutions' intention to amplify the studies by introducing a BA Degree in "Business and Art" for the academic year 2027-28.

- Regular meetings are held between teaching staff and programme coordinators regarding students' progress and any arising issues.
- The programme is reviewed and revised regularly involving students and other stakeholders (ESs'). The ESs' provide support and advice for the next level of studies or for job enquiries.
- The ESs' provide/organize workshops inviting established artists or professionals to participate.
- They conduct feedback sessions with local stakeholders and community for societal relevance. EEs' mentioned at least two (2) tactical meetings in August and June, and more meetings during the year for the update of the programme.
- The college has established collaboration with international educational institutions. Some of the foreign institutions that the college collaborates and has established progression agreements are: 1. De Montfort University, United Kingdom, 2. Coventry University, United Kingdom, 3. Northampton University, United Kingdom.
- Graduates students of FA college are accepted for studies in BA programmes through the transfer the ECTS. They are placed in the corresponding year of studies depending on the quality of their portfolio.
- According to the Internal Quality Committee the qualifications are specified and communicated, and refer 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.
- Students stated that the programme structure is clear, including how they progress and what is expected of them. They also felt that the learning outcomes, teaching activities, and assessments are well aligned. This information will be shared through the college's communication platform (according to stakeholders this is in progress) and by academic staff, who are approachable and willing to support students with any questions they may have regarding the course.

1.3 Public information

- The college's self-presentation to a wider public is easily accessible and informative.
- The college also uses an agency in Dubai for the advertisement and application process.
- The programme has established mechanisms of transparency and communication to ensure that Professional bodies validate programme descriptions and outcomes.
- Alumni testimonials are included on the college website for a realistic portrayal of programme outcomes.

1.4 Information management

- Availability and accessibility to College's Public Information. Public information is easy to find - the college has an informative and well designed website. There is a dedicated programme page with the key details (duration, level/EQF level, and campus), and an admissions page that explains basic entry requirements.
- However, a prospective student may notice that official webpages do not always correlate on two points: (a) the number of credits and (b) the start date. These differences can reduce transparency and confidence in the accuracy of the published information.
- The programme description submitted in the EEC report states that the programme is a Diploma lasting 2 academic years and worth 120 ECTS. This is also consistent with the institution's Academic Framework. However, the programme webpage lists "Credits: 240" without explaining what type of credits these are, which could cause confusion.

Strengths

Overall, the aspects discussed here appear to be very convincing and well resolved.

- Strengths related to the website and the information provided:
- The website explains the programme clearly (hands-on learning, facilities, and links to the wider ecosystem) and includes key formal details, such as the EQF/CYQF level.
- The College also publishes quality assurance information (a policy statement and details of the internal QA committee), which supports transparency and shows an established quality culture.

Areas of improvement and recommendations

- The College should sign articulation agreements for the mutual transfer of credits with other accredited Higher Education Institutions from Cyprus and abroad.
- It may be beneficial to collaborate with Life Long Learning Programmes in relevant courses in order to fill knowledge/content gaps between the Art and Business sectors.
- All published credit information must be made consistent across all public pages and clearly state whether the credits are ECTS or another system. If another system is used, show the ECTS equivalent so prospective students are not misled.
- The start date of the diploma course should be consistent across the programme and admissions pages. Clearly confirm the intake month - whether this is September or October - and mention any orientation period, if applicable.
- Add a single "Important Information" section to the programme webpage that covers the entry requirements, assessment methods, workload and ECTS per

semester, progression rules, the complaints/appeals process, and graduate outcomes. This will help students make informed decisions without relying on informal communication or having to dig through the college’s documentation.

- Ensure that all text on the website is proofread by a native English speaker in order that the correct information, context and intentions are communicated to prospective parties and reflects the college’s standards and professionalism.

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.*

Findings

2.1 Process of teaching and learning and student-centered teaching methodology

- Overall, the atmosphere of teaching, learning and working at FreshArt College seems very good, productive and open. The students have free access to the studios and workshop facilities in order to develop their individual projects. They are given constant feedback which is linked to the learning process. The students can elaborate their projects away from the institution and bring in to the studio for consultation with the teaching staff. Assessment allows students to demonstrate that the learning outcomes have been achieved.
- Moreover, teaching appears to be interactive and inclusive, and supports students with different learning needs and cultural backgrounds. This is particularly relevant as, for most students, English is not their first language.

Based on feedback from both students and academic staff, learners receive regular and constructive feedback throughout their work.

- A range of teaching methods is used, including studio practice, lectures and digital work. Students reported that they value this variety and feel guided and supported throughout the programme.
- There are no formal, programme-wide assessment sessions where student work is critiqued and evaluated in front of peers. Where peer-based critique may be uncomfortable for some students, alternative assessment approaches are available, and students reported feeling safe and respected during these processes. Students can also access academic support when needed, including language support and learning accommodations.
- Strengths include a strong studio environment, frequent feedback, and a high level of staff contact.
- Final practice presentations at the end of semester and/or year should involve all students of the institute, this providing an holistic learning environment and an opportunity to evolve artistic thinking through process, critique and supportive feedback.
- The college's efforts to establish an exchange program via Erasmus+ are very welcome.

2.2 Practical training

- The programme's practical work is well supported. Students can buy essential materials at low cost, use the workshops, receive academic support, and take part in exhibitions. They also have access to the art labs and studios from morning until late evening. However, it is not fully clear what the supervision arrangements are, or what rules apply during these extended hours.
- Participation in live projects and competitions provides professional experience and engagement with local communities and external stakeholders. The college's visibility is therefore already high in the first years of its existence.

2.3 Student assessment

- The assessment is clearly explained on the website. The students and their work are assessed by the respective lecturer of the course. Discussions of the practical work allow for an open exchange about criteria and evaluations.
- In the field of fine arts, evaluations are naturally particularly challenging. Therefore, special effort is essential here.
- In relation to student assessment, the absence of a visible end-of-term examination process might raise questions about how grades are awarded and how student performance is evaluated. It is central that students understand what is expected for high performance, and what distinguishes an excellent, satisfactory, or moderate level of achievement.

Strengths

- The college offers appropriate facilities, with supervised workshop practice during scheduled sessions. The current expansion of the premises is an appropriate response to the expected increase in student numbers and substantially improves the spatial situation and possibilities.
- Dedicated teaching addressing the wishes and needs of the students.
- Teaching with an eye on future career prospects / instruction always considers future job opportunities.
- Exhibition opportunities in the city and structured support for portfolio development.

Areas of improvement and recommendations

- Ensure equal and consistent access to facilities by setting clear booking procedures (where needed), confirming opening hours, and ensuring technician support and supervision when workshops and studios are in use.
- Introduce a short student induction before studio/workshop use, covering safe practice, rules, and expectations.
- Publish a clear annual cost guide so students know in advance the likely costs for materials, printing, and any required software.
- Assessment criteria should be clearly defined and communicated. It might be helpful to introduce a presentation and discussion of the work, at least in the second year of study, involving several instructors. This would promote an understanding of critical discussion of the works.
- Erasmus+ and the Blended Intensive Programs (BIP) could be a useful method for the widening of thinking and artistic practice of the students. The participation also to the Internal Erasmus programme (among the institutes and universities of Cyprus) is a good practice for the above mentioned aim (in that such Erasmus version/possibility exists).

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.*

Findings

3.1 Teaching staff recruitment and development

- Having in mind the level of studies of the relevant college, teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme. Nevertheless, staff should be supported to develop their research and their teaching profiles, so it can feed into and help underpin their teaching.
- Tools like Erasmus+ for interchange teaching staff and participation in Blended Intensive Programmes (BIPs), in the same manner of Erasmus+, would be an efficient method for this purpose. Collaboration with other Institutes and stakeholders to apply in EU research funding programmes could also be a powerful tool for the evolution of the research and the profile of the teaching staff.
- Innovation in teaching methods and the use of new technologies is encouraged. The workshops and lectures of recognised visiting artists organized by the Stakeholders form a significant method for this purpose.
- Academic staff are readily available for student consultations.

3.2 Teaching staff number and status

- FreshArt College has succeeded in assembling an excellent team of teachers in a short time. All are very well qualified, dedicated teachers, stay up to date with contemporary practice, and are artistically also active outside of the college.
- Current staff numbers are appropriate to the programme level and cohort size, but will need to be addressed if the intake increases significantly if or when the proposed BA Business & Art comes on line. Certain staff are undertaking or proposing to undertake PhDs in their particular areas of expertise and research specialisms.

3.3 Synergies of teaching and research

- Teaching staff practices and publications are closely related to the programme's courses.
- Overall, there currently seems to be a good balance between general teaching objectives and the individual research interests and projects of the instructors.

- Both aspects benefit from each other. Students benefit from staff members' creative practice through activities such as staff exhibitions, workshops, visits to artists' studios, and public showcases.

Strengths

- Staff are active practitioners and provide strong mentorship and guidance to students.
- For the lecturers too, the plans for an Erasmus+ exchange promise new opportunities for international networking and experience. It seems very important to us that the lecturers are offered challenging prospects for the future at FreshArt College.

Areas of improvement and recommendations

- A recommendation is to formalise these opportunities by setting up an annual plan that ensures students regularly take part in exhibitions and creative projects.
- If not already in place, a transparent workload plan to ensure an equitable teaching versus research distribution. It was not always clear whether teaching is consistent across all modules or varies significantly by instructor.

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	Partially compliant
3.3	Synergies of teaching and research	Partially 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.*

Findings

4.1 - 4.4 Student admission, progression, recognition and certification

The college invests a great deal of effort in the recruitment, support, and satisfaction of its students.

- Pre-defined and published regulations regarding student admission are in place. The decisive basis for assessment is proof of school leaving certificate and a portfolio.
- The selection of applicants is made by a committee of lecturers.
- Access policies, admission processes and criteria are implemented consistently. All criteria for international comparability of performance are taken into account when selecting students.
- There is the option of part-time study, which allows students to work alongside their studies.
- 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.

Strengths

- FreshArt College has been very successful especially in attracting international students (currently around 70% of students). Student numbers are steadily increasing. The college's plans aim to attract even more students from Cyprus and to increase the ratio of national to international students to approximately 40-60%.
- The teaching of all courses in English is attractive to both indigenous and international applicants.

Areas of improvement and recommendations

The practice of obtaining approval logically requires a portfolio. However, this is not mentioned in the description of the approval process.

- Regarding the physiognomy of studies, a portfolio and in-person or online interview is recommended in addition to the other criteria to complete a rigorous admissions process.
- As the college's success grows, one challenge will be to develop and refine the student selection process to identify potential.
- Guidance on what constitutes an appropriate portfolio and what areas may be covered at interview could be made available on the website and the Admissions procedure information.

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.*

Findings

The college's administrative support and human resources include a finance director, an administration officer, an international affairs officer, and an equal opportunities officer. They are commendable for their dedication and approach. It is noteworthy that there is a special coordinator for international students. The staff is also aware of the needs of people with special requirements. However, it is clear that with growing student numbers and the planned expansion of the Fine Art Diploma programme (and proposed BA Business & Art), further support will be essential.

5.1 Teaching and Learning resources

Students require access to key learning resources, including physical and digital library materials, academic databases, specialist software, printing and scanning facilities, and workshops.

5.2 Physical resources

It is important for students to have access to published and clear opening hours for all facilities and services and introduce transparent booking systems where booking is required as well as clear procedures and supervision arrangements.

5.3 Human support resources

- Administrative services, IT support, and academic advising appear to be available and effective. Students also have a clear “who to contact for what” system, which helps them access the right support quickly.
- Regulations and policy guides of the Ministry of Education are followed.
- Help for students’ accommodation is provided.
- The college collaborates with agents in Asia/Dubai (the main source of foreign students for the FreshArt college), to provide information and details about the programme study and the administrative protocols.

5.4. Student support resources

- Based on the information provided, the college appears to offer a supportive and caring environment. Student wellbeing is taken seriously, with counselling and referral pathways, disability support, access to a psychologist, and career guidance in place. The programme also supports employability through internships and structured portfolio and career preparation.

Strengths

- A very dedicated staff group who are immediately available to the students.
- The website provides under the heading "Need to talk?" very clear information about how to raise issues and concerns.
- The college makes every effort to provide affordable working materials.

Areas of improvement and recommendations

- Set a minimum resource list for each module (core readings, databases, software, and equipment) and ensure students have guaranteed access to these resources.
- Provide a short orientation on using library and digital resources, including databases, e-books, and any required software.
- Collaboration with agents in more countries for the promotion of the FreshArt college in order to compete efficiently with competitor institutions and possible ‘Threats’ as highlighted in the SWOT analysis.

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 doctoral programmes (ALL ESG)

Sub-areas

6.1 Selection criteria and requirements

6.2 Proposal and dissertation

6.3 Supervision and committees

6.1 Selection criteria and requirements

Standards

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

6.2 Proposal and dissertation

Standards

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

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*

- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*
 - *reports per semester and feedback from supervisors*
 - *support for writing research papers*
 - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

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.

N/A

Strengths

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

N/A

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.

N/A

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

C. Conclusions and final remarks

Overall comments:

The overall impression of FreshArt College is very positive. This relatively young institution offers a highly engaging, innovative, and in many respects a best practice study programme. Students—both international and national—appear very satisfied. Their future career prospects can be described as Very Good. It is supported by a strong studio culture, approachable staff who give regular feedback, good practical facilities and exhibition/portfolio opportunities, and clear student support services (wellbeing support, counselling/psychologist access, disability support, academic advising, IT and administrative support, and career guidance/internships). The institution is exceptionally well integrated into the city of Paphos and beyond. The plans for the college's further development are ambitious.

There are some minor issues regarding grading and assessment expectations which can be easily addressed by making all public programme information consistent and clearly explained, setting and publishing transparent assessment criteria and grading standards, and providing information on access (facility hours, booking systems, supervision rules, health & safety protocols, and a student induction and resource orientation). This would improve student trust, fairness, and alignment with European Qualifications Framework expectations.

To expand the study programme, we would suggest stronger networking with other universities in Cyprus and internationally. It remains crucial to adequately address the increasing demands and the integration of digital technologies into the curriculum.

It would be desirable for the lecturers to intensify their own research activity. With regard to collaborations, grant applications, etc., it would certainly be beneficial for some lecturers to complete a PhD degree.

We wish College all the best and sincerely hope that it can successfully implement its plans for the coming years.



D. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Xenofon Bitsikas	
Ulrich Pfisterer	
Cristopher Taylor	
Anastasia Dieti	
Click to enter Name	
Click to enter Name	

Date: 17/01/2026