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

- **Higher Education Institution:** Fresh Art College
- **Town:** Paphos
- **School/Faculty (if applicable):** School/Faculty
- **Department/ Sector:** Department/Sector
- **Programme of study- Name (Duration, ECTS, Cycle)**  
**In Greek:**  
Διοίκηση Επιχειρήσεων (2 έτη / 120 ECTS / Δίπλωμα)  
**In English:**  
Business Management (2 years / 120 ECTS / Diploma)
- **Language(s) of instruction:** English
- **Programme's status:** New
- **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 Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) has invited the External Evaluation Committee (EEC) to evaluate the "Business Management" programme. This proposed face-to-face Diploma programme is to be offered by FreshArt College in Paphos. The EEC consisted of three academics and a student member: Professor Pedro de Faria, Chair of the Committee (University of Groningen, the Netherlands), Associate Professor Laura Georg Schaffner (EM Strasbourg Business School, France), Professor Periklis Gogas (Democritus University of Thrace, Greece), and the student representative, Mrs. Natasa Karletidou (University of Cyprus).

The evaluation of the programme took place at FreshArt College on May 9th, 2025. Prior to and during the site visit, the EEC was provided with comprehensive documentation. The EEC met with the senior management team, the internal evaluation committee, teaching staff, support staff, external stakeholders, and students.

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

Dr. Demetris Koutalis (Head of the Institution)

Penelope Demetriou (Academic Director)

Dr. Leandros Savvides (Head of Department/Programme Coordinator)

Agnieszka Bernas (Quality Assurance Officer)

Michael Grispos (Member of the Faculty)

Dr. Andreas Constantinou (Member of the Faculty)

Dr. Alanki Murali Krishna (Member of the Faculty)

Lefteris Agathangelou (Member of the Faculty)

Nasia Constantinou (Member of the Faculty)

Semen Papazov (Human Resource Manager – External Stakeholder)

Nikolas Neocleous (Finance Director - External Stakeholder)

Katerina Economou (Registrar)

Stelios Styllas (Student Affairs)

During the sessions, the senior management team introduced FreshArt College and the proposed Business Management Diploma programme under review. Discussions covered various aspects of the new programme, including its structure and content, academic issues, staff workload and organization, assessments, available infrastructure and resources, course delivery, and the sustainability of the programme in a highly competitive local and international market. In subsequent

sessions, the EEC had the opportunity to meet with faculty members, administrative staff, and a number of students currently studying at FreshArt College. The final session comprised a meeting with members of the senior management team to address any remaining questions and seek clarifications.

After each presentation, the EEC engaged in a Q&A session to further explore details about the new programme. The questions posed by the EEC aimed to understand various aspects of the programme, such as programme content, assessment approaches, support in terms of IT and other resources, faculty issues, information about the materials provided, and other learning methodologies. Furthermore, the EEC inquired about the programme's sustainability and the management's strategic plan for its future.

The EEC would like to express its gratitude to Mr. George Aletraris, the CYQAA coordinator, for his efficient management of the process and for his preparation for the evaluation day. The EEC would also like to thank FreshArt College for its hospitality and congratulate FreshArt College on the involvement and enthusiasm of its staff.

As detailed below, we conclude with some recommendations regarding the stated criteria, content, and standards of the proposed Business Management Diploma programme with respect to its compliance. While making an overall very positive assessment, the EEC has identified specific areas that we recommend improving upon prior to launching the programme.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Pedro de Faria</b>	Professor	University of Groningen, The Netherlands
<b>Laura Georg Schaffner</b>	Associate Professor	EM Strasbourg Business School, France
<b>Periklis Gogas</b>	Professor	Democritus University of Thrace, Greece
<b>Natasa Karletidou</b>	Student Representative	University of Cyprus

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

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

### Findings

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

### Strengths

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

### Areas of improvement and recommendations

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

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

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

### **Sub-areas**

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

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

#### Standards

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

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

#### Standards

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

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

### 1.3 Public information

#### Standards

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



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

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

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

## 1.4 Information management

### Standards

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

*You may also consider the following questions:*

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

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

## Findings

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

The study programme is underpinned by a comprehensive quality assurance policy, integral to the institution's strategic management framework. A dedicated committee is tasked with overseeing the quality assurance system, which encompasses the necessary structures, regulations, and processes to uphold academic integrity and freedom. This committee offers guidance to teaching staff, administrative personnel, and students, ensuring adherence to quality assurance responsibilities. It is important to note that, as the programme has not yet commenced, the committee's insights are primarily derived from management-provided information and publicly available data. The External Evaluation Committee (EEC) acknowledges the significance of hiring a new quality assurance officer.

The programme's design is driven by clear objectives aligned with the institution's strategic goals. Each course within the programme is mapped to its overall aims and objectives, ensuring a coherent curriculum. Learning outcomes are explicitly defined, with assessment methods tailored to measure student achievement against these benchmarks.

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

## Strengths

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

The institution's quality assurance mechanism stands as a notable strength. The establishment of a formal Quality Assurance (QA) committee, along with the recruitment of a data scientist for data processing and analysis, significantly enhances the QA process.

The College demonstrates a keen awareness of marketplace needs, reflecting another key strength. The involvement of experienced faculty members is expected to maintain the programme's academic rigor and professional relevance. Furthermore, the programme's alignment with both institutional objectives and the broader educational goals set forth by the Council of Europe underscores a commitment to equipping students with essential academic knowledge and practical skills. This preparation is crucial for workforce readiness and active citizenship.

The College's structured approach to student progression, characterized by clearly defined learning outcomes and appropriate assessments, offers students a transparent pathway to success.

A formal institutional approval process, complemented by continuous monitoring and periodic reviews, ensures that the programme remains current with the latest academic and industry advancements. The implementation of a systematic review process, engaging both internal and external stakeholders, is instrumental in preserving the programme's relevance amidst an evolving educational and professional landscape.

#### Areas of improvement and recommendations

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

While the programme exhibits numerous strengths, the External Evaluation Committee (EEC) proposes few suggestions to further enhance its effectiveness.

To broaden the programme's global outlook, it is recommended to expand international collaborations. Increasing their scope and diversity could provide students with greater exposure to global perspectives, thereby enriching the learning experience. This enhancement is planned to be addressed through participation in an Erasmus+ initiative during the 2026-2027 academic year.

Furthermore, there is potential to develop additional industry partnerships, offering students a wider range of practical experiences. By fostering collaborations with more companies and expanding internship opportunities, the employability of graduates can be enhanced through increased hands-on experience in their respective fields.

The EEC also suggests the introduction of an arts-focused track, allowing students to select elective courses related to the arts. This initiative, without hurting the core of the program, would facilitate synergies between programmes and serve as a distinguishing feature for the institution.

In conclusion, while the programme is well-designed and supported by a robust quality assurance framework, expanding external involvement and increasing opportunities for practical experience would further strengthen its quality and impact.

**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 – centered 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 evaluated programme is currently in the pre-operational phase, and this report delineates the college's strategic intentions for its forthcoming implementation. The programme design emphasizes a student-centred learning approach, aimed at fostering both individual and social development through diverse teaching methodologies.

The teaching staff comprises highly experienced professionals, many of whom hold concurrent positions in other educational institutions and/or industry sectors. Their extensive professional backgrounds provide a robust foundation for the programme. Notably, three faculty members possess Ph.D. degrees in their respective fields, further bolstering the credibility of the teaching approach.

Although specific teaching methods and materials have yet to be deployed within this programme, the teaching staff is recognized for utilizing modern educational technologies in other courses currently offered at the college. The External Evaluation Committee (EEC) acknowledges the recent investments in teaching hardware, such as computers and smart boards.

Diversity is anticipated to be a significant component of the program environment, with the student body projected to exhibit demographic and ethnic diversity. Currently, over 80% of students at the College originate from outside Cyprus. College management has not encountered any challenges related to diversity to date and does not foresee any difficulties in managing this aspect in the future.

The college has established clear procedures for addressing student complaints related to the teaching and learning process, ensuring transparency and fairness. However, the programme



does not currently provide many internships or student placement opportunities. Despite this, college management remains confident that graduates will secure employment due to the limited competition in the local market.

### Strengths

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

One of the programme's key strengths is its experienced teaching staff. The faculty members bring extensive teaching backgrounds and advanced degrees, contributing a wealth of knowledge and practical expertise. Their experience in other institutions enables them to incorporate best practices and avoid less effective methods. Moreover, the programme includes an interesting and potentially creative blend of very experienced individuals, along with young and highly motivated staff. The qualifications of the faculty, particularly the three members holding Ph.D.s, further assure the quality of instruction.

Another strength is the college's emerging, close-knit culture, which promotes efficient communication and problem-solving. In addition to formal rules and procedures, the informal and direct communication style within the college facilitates processes and addresses issues in a timely manner. This environment fosters a supportive and responsive atmosphere for both staff and students.

In terms of market positioning, the programme benefits from limited competition in the region. College management asserts a strong local demand for trained professionals in fields such as small business management, legal assistance, and related professions. The programme's alignment with this demand makes it a valuable offering in the local job market and enhances its financial viability.

### 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.*

Despite its overall positive assessment, the External Evaluation Committee (EEC) recommends maintaining and enhancing links with external stakeholders to ensure the programme remains updated and relevant for potential employers.

An increased offering of internships and formal student placement opportunities can provide students with hands-on knowledge and professional networking opportunities.

The EEC recommends that the college establishes formal collaboration agreements with local businesses and organizations, creating opportunities for internships and job placements during or after the students' studies. This would enhance students' practical learning and increase their employability upon graduation.

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	Partially 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 Business Management programme is structured to include one full-time director, three full-time academic staff members, and four part-time lecturers. All academic staff possess international education credentials and relevant business experience.

The director of the scientific study programme holds a Ph.D. and has a robust background in the field. The lecturers bring diverse expertise from research, higher education, and industry, creating a valuable interdisciplinary environment for students. Student evaluations are currently conducted in the other two diploma programmes offered by the college, and the same processes will be applied to the evaluated programme.

### Strengths

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

As the programme is not yet established, the College has actively identified a cohort of experienced lecturers, each with strong academic or managerial credentials. Their international qualifications enable them to connect effectively with the college's target international student body. All staff members demonstrate high levels of motivation, commitment and enthusiasm toward developing the degree programme.

The college's current practices of student evaluation and feedback should be maintained, and the existing informal channels of communication are encouraged to foster the supportive academic culture that has been established.

### 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 course content may need to be adapted to align with the students' skills without becoming overly specialized for their current knowledge levels.

In particular, the elective courses should allow clearer specializations. It is recommended that the syllabus undergo a thorough review by the appointed lecturers to ensure cohesion and appropriateness.

Furthermore, management should consider allocating additional preparation time, especially during the first two years, to support lecturers in developing course materials and ensuring the programme's smooth implementation.

The limited number of staff members might limit the ability of the programme to adapt to possible future contingencies.

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

Sub-area		<i><b>Non-compliant/ Partially Compliant/Compliant</b></i>
<b>3.1</b>	Teaching staff recruitment and development	Compliant
<b>3.2</b>	Teaching staff number and status	Partially compliant
<b>3.3</b>	Synergies of teaching and research	Not applicable

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

##### Sub-areas

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

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

###### Standards

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

##### 4.2 Student progression

###### Standards

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

##### 4.3 Student recognition

###### Standards

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

#### 4.4 Student certification

##### Standards

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

*You may also consider the following questions:*

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

##### Findings

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

The programme's curriculum comprises 20 courses, each awarding 6 ECTS credits, which collectively fulfil the requirements for the diploma. The admission criteria are clearly defined and adhere to international standards.

Students receive personalized feedback from lecturers and have the opportunity to complete evaluation forms throughout their studies.

Certification is conducted in accordance with standard procedures, based on a variety of assessments, including attendance, mid-term, and final examinations.

##### Strengths

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

The student admission criteria, evaluation practices, and certification processes are aligned with international standards and best practices, reflecting adherence to the Bologna Accreditation principles (European Credit Transfer and Accumulation System).

### Areas of improvement and recommendations

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

Currently, there is no policy in place regarding the use of AI in teaching and academic work. It is crucial to establish guidelines for the appropriate use of AI tools, as this is directly linked to academic integrity.

Both students and staff should receive training on how to use such tools responsibly within the learning process.

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

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



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

### **Sub-areas**

#### **5.1 Teaching and Learning resources**

#### **5.2 Physical resources**

#### **5.3 Human support resources**

#### **5.4 Student support**

### **5.1 Teaching and Learning resources**

#### **Standards**

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

### **5.2 Physical resources**

#### **Standards**

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

### **5.3 Human support resources**

#### **Standards**

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



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

## 5.4 Student support

### Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*
- *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 College's current course offerings are primarily focused on fine arts, and the proposed Business Management programme represents a significant shift in direction.

Consequently, teaching and learning resources specifically tailored to business management need to be established, which is anticipated given the new field of study.

The college has made significant investments in management and economics textbooks, available to students in the library, and has provided access to international academic databases through the Cyprus Libraries Consortium (KKYB), which includes 29 complete academic databases.

The External Evaluation Committee (EEC) acknowledges the investments made in smartboards and the physical expansion of the College, including new classrooms, in response to previous feedback.

However, according to student feedback, further investments could be made, particularly in a new cafeteria.

### Strengths

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

The College's physical expansion is a positive indication of its commitment to preparing for the new programme. The 400 square meter increase in space demonstrates proactive planning, ensuring that the College can accommodate the new cohort of students and staff. Additionally, the existing virtual learning environment (VLE) is suitable for the small groups of students currently enrolled and provides a solid foundation that can be further developed as the Business Management programme grows. The library has been adapted to meet the new needs of the management programme.

The enthusiasm of the teaching and administrative staff is another key strength, as their motivation and dedication are crucial to the success of the new programme.

The College's identification of diverse student groups, including young professionals and recent high school graduates, shows an understanding of the varying needs that these different cohorts will have.

In terms of staffing, the College must ensure that a sufficient number of full-time teaching staff are recruited and employed in accordance with the requirements set by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education.

Despite the limited number of full-time staff members planned to be hired for the programme, the EEC appreciates the commitment shown by both the College and the new staff members to the programme and is confident, based on the consistency across evaluations, that the programme can be implemented successfully.

### 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.*

Despite the College's strengths, few areas may require improvement before the programme can be successfully launched.

While the IT infrastructure was recently updated, the EEC noted some minor technical difficulties during presentations that might indicate the need for further investments and/or training of the teaching staff. This should include providing students with VPN remote access to the library.

The College should also monitor the challenges and opportunities that Artificial Intelligence presents and evaluate if and which resources are required in this context.

Finally, the College should consider the potential need for internships and student placements for its students.

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

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

You may also consider the following questions:

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

### Findings

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

Click or tap here to enter text.

### Strengths

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

Click or tap here to enter text.

### Areas of improvement and recommendations

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

Click or tap here to enter text.

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

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

## D. Conclusions and final remarks

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

The external evaluation of the Business Management diploma programme at FreshArt College has revealed a robust foundation with significant potential for success.

The overall design and development of the programme align effectively with the institution's strategic goals, reflecting a commitment to high-quality education. The inclusion of input from external stakeholders indicates that the programme is being developed with a forward-thinking approach, considering contemporary best practices and the evolving demands of the labour market.

The recruitment of teaching staff, based on their international qualifications and relevant experience, represents a major strength. Providing teaching staff with adequate preparation time and professional development opportunities, tailored to the future student population, will be essential for the successful implementation of the curriculum. This has been acknowledged by the College's leadership team.

The programme's student-centred teaching and assessment approaches are generally well-designed, offering transparency and fairness. Incorporating more practical training opportunities and innovative assessment formats, such as group projects, could further enhance the student experience.

In terms of resources, previous limitations regarding physical space, IT infrastructure, and library resources have been successfully addressed. The External Evaluation Committee (EEC) is confident that the College now possesses the appropriate resources to launch a business management diploma programme.

In conclusion, FreshArt College is well-positioned to offer a competitive and valuable Business Management diploma programme. Overall, the EEC is confident that FreshArt College will be able to provide a quality learning environment that meets both the academic and personal development needs of its students, while also ensuring alignment with industry standards and international best practices.



## E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
<b>Pedro de Faria</b>	
<b>Laura Georg Schaffner</b>	
<b>Periklis Gogas</b>	
<b>Natasa Karletidou</b>	

**Date:** 10-05-2025