Doc. 300.1.1

Date: June 6th 2026

External Evaluation Report

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

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

  In Greek:
  Διοίκηση Επιχειρήσεων [3 ακαδημαϊκά εξάμηνα, 90 ECTS, Μεταπτυχιακό (MBA)]
  In English:
  Business Administration [3 academic semesters, 90 ECTS, Master (MBA)]
- **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

CTL Eurocollege, founded in 1991 as an Educational Institution of Higher Education (with roots going back to 1966 when the CTL Academy was founded), offers programmes of higher education amongst which the programme under review for CYQAA re-accreditation: Master of Business Administration (MBA), 90 ECTS, 3 semesters on site on the campus in Limassol (conventional, face-to-face programme of study).

This program has an open admission policy welcoming students regardless of social/cultural background, faith, ethnicity, sex or age and strives to foster in students a sense of responsibility for their own development and an understanding of their obligations as members of a democratic society, as well as the ability to learn the habit of analytical and reflective thought and the ability to think clearly and express themselves effectively (Vision & Mission, CTL Eurocollege, prospectus 2025-2026).

With this in mind, the External Evaluation Committee (EEC) found that the institute's vision and mission indeed permeates the program under review. This report summarizes the findings of the EEC and identifies commendations (strengths) as well as areas for improvement next to consultative arguments based on the experience of the EEC members in the light of the CTL Eurocollege's vision and mission on the one hand and the (re-)accreditation standards set by the CYQAA on the other hand.

The EEC found overall compliance with all standards, identified best practices and discussed in open, collegial and professional atmosphere areas of improvement elaborated upon in this report. The EEC also openly discussed beyond standard issues how the CTL Eurocollege might consider to further strengthen its high quality operations and strategies.

The EEC visited the CTL Eurocollege on its premises on June 5th 2026 and met leadership, faculty, staff, students and external stakeholders. For factual information regarding the visit (agenda), the CYQAA officer has all information.

B. External Evaluation Committee (EEC)

Name	*Position*	*University*
Philip Vergauwen	Full Professor	Maastricht University (The Netherlands) & Université Libre de Bruxelles (Belgium)
Christian Asmussen	Full Professor	Copenhagen Business School (Denmark)
Christos Kolympiris	Full Professor	Warwick Business School (United Kingdom)
Anastasia Pafiti	student	European University Cyprus

C. Guidelines on content and structure of the report

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

The EEC found full compliance with all standards related to study programme, study programme's design and development and in particular with policies for quality assurance, design, approval, on-going monitoring and review, public information and information management.

Strengths

The EEC noted positively that the programme is supported by a quality assurance framework with clear procedures for monitoring and reviewing the student experience, teaching delivery, assessment, and programme-level performance. The existence of structured procedures is important, as it shows that quality assurance is not treated as an informal or *ad-hoc* process. The Committee also welcomed the fact that faculty pedagogical training and development takes place every three years. This provides a useful mechanism for ensuring that teaching staff remain up to date with effective teaching practices and with current expectations around assessment design, feedback, and revision of assessment methods.

The EEC also noted several wider strengths in the programme's quality enhancement mechanisms. The faculty evaluation plan appears to draw on several dimensions, rather than relying on a single source of evidence, which is good practice. The bilateral agreement with another institution in Cyprus to review teaching material is also a useful external reference point and can help ensure that the curriculum remains current and appropriately benchmarked. In addition, the subscription to the library consortium strengthens students' access to academic resources, while the Erasmus+ interinstitutional collaborations provide opportunities for student, staff, and faculty mobility. Taken together, these elements show that the institution has put in place several mechanisms that can support continuous improvement, external engagement, and a better learning experience for students.

Areas of improvement and recommendations

The EEC would like to see an even higher degree of alignment between (1) the mission and teaching philosophy of the College, (2), the learning objectives (LOs) of the MBA programme, and (3) the LOs as well as the content of the specific courses. Currently, it is not clear to what extent goals and objectives trickle down through this hierarchy. In particular, the mission of CTL (from the College webpage) includes nurturing a "strong research culture" and instilling "analytical, reflective and critical thinking, and the teaching philosophy includes the effort to "cultivate soft skills to students".

The research orientation could be reflected more clearly in the statement of the purpose and learning objectives of the MBA programme, using for examples terms such as "business research", "research-based", "conduct research", etc., and having it reflected in a course title including "research methods", for example in the context of the final project.

The analytical part has a stronger presence in the learning objectives of the programme, but is used in a slightly unclear way. For example, it talks about "analyzing and recommending leadership theories", which seems to collapse a number steps. Instead, the EEC feels it would be more natural to talk about (1) recommending specific managerial courses of action, with recommendations in turn being based on (2) rigorous analysis of the relevant aspects, with this analysis in turn being based on (3) leadership theories and research. In addition, the analytical aspect should appear also more strongly at the level of the courses. For example, a course on strategic management would often include a process of internal analysis (of the firm's resources and capabilities) and external analysis (of industry characteristics and key success factors), but the description of the Strategic Management course mentions only "competitive analysis".

Related to the above, there needs to be a thorough review of the alignment between the titles and the content of each course. For example, the content of the Entrepreneurship and Innovation module covers a wide range of

innovation-related topics, such as innovation management and innovation processes, but only touches lightly on entrepreneurship *per se*. As a way forward, the EEC suggests the following alternatives:

1. Balance the content of the module so that it accurately reflects both entrepreneurship and innovation. This would require stronger coverage of core entrepreneurship topics, such as opportunity recognition, venture creation, entrepreneurial finance, entrepreneurial strategy, and new venture growth.

2. Drop entrepreneurship from the title and offer a separate entrepreneurship elective. This would allow the current module to focus more clearly on innovation management, while students who wish to develop a deeper understanding of entrepreneurship could do so through a dedicated elective.

3. Update both the title and the content of the module to focus explicitly on the intersection of entrepreneurship and innovation. This could include topics such as entrepreneurial innovation, new venture innovation, innovation in start-ups and SMEs, business model innovation, and how entrepreneurial firms identify and exploit innovation opportunities.

Along the same lines, the Global Management course could also be reviewed and potentially retitled to include International Business. This would better reflect the actual content of the course and would also help distinguish it more clearly from the other management-related courses offered in the MBA. A title such as Global Management and International Business (Economics) may give students a clearer sense of the course's focus and contribution within the programme.

The Management of Information Systems course would also benefit from a clearer update to reflect current developments in the field, especially the growing role of artificial intelligence in business and management. At the moment, the course appears to cover the broader management of information systems, but the content could be strengthened by engaging more directly with AI-related issues, such as AI-enabled decision-making, automation, data-driven business models, algorithmic bias, cybersecurity implications, and the managerial challenges of adopting AI tools. If this direction is followed, the title of the course should also be revised so that it accurately reflects the stronger emphasis on AI and contemporary digital transformation.

The programme does not currently include any electives, which is unusual for an MBA programme. While the EEC recognises that the programme is relatively compact and delivered over three academic semesters, the absence of electives limits the ability of students to tailor their studies to their professional interests and career goals. This is particularly important in an MBA, where students often come from different backgrounds and may wish to specialise in areas such as entrepreneurship, digital transformation, finance, marketing, or human resource management.

One way to create space for a small number of electives would be to review possible overlaps across the existing courses. For example, there may be scope to merge or streamline courses such as Managerial Marketing and Industrial Marketing Strategy, especially if some of the themes, tools, and learning outcomes overlap. This would allow the programme to retain its core management coverage while also giving students some choice. If the institution decides not to introduce electives, it should provide a clear rationale for this decision and explain why a fully compulsory structure is the most appropriate design for this MBA programme.

Last but not least, the EEC strongly recommends the CTL Eurocollege to further improve the student evaluation/ feedback system.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
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 isexplicitly 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

The EEC found compliance (one area of partial compliance) with all standards related to student-centred learning, teaching and assessment and in particular with standards related to process of teaching and learning and student-centred teaching methodology, practical training and student assessment.

Strengths

One clear strength of the programme is the small cohort size, which allows for a more student-centred learning experience. During the visit, students referred to this very clearly and highlighted the accessibility of teaching staff, the close interaction in class, and the ability to receive individual support when needed. This creates a learning environment where students feel known and supported rather than treated as part of a large and anonymous group.

This is particularly valuable for an MBA programme, where students benefit from discussion, applied examples, and direct engagement with tutors and classmates. The small cohort size gives the institution the opportunity to build on

this strength further, by making the learning experience more interactive, personalised, and responsive to the needs of the students.

The EEC meeting with students provided a generally positive picture of the student experience. Students indicated that they had chosen the College for different reasons, including the existing network they had developed there and, in some cases, because they had already completed their bachelor's degree at the institution. They appeared to have a clear understanding of what is expected of them in the programme and noted that faculty members are easy to reach. Students referred positively to the use of the online platform, the accessibility of staff, and the encouragement they receive to participate actively in class.

Students also noted that their expectations of the programme had largely been met and referred positively to the use of guest speakers, which adds an external perspective to their learning.

The EEC also met with external stakeholders and noted that the programme has established channels for receiving input from industry and professional partners. Stakeholders described examples of involvement in shaping and reviewing the programme, including suggestions on marketing-related content and subsequent follow-up meetings to discuss updates, such as digital trends and current market developments. This suggests that stakeholder engagement is not limited to a one-off consultation, but can involve continued dialogue around specific areas of the curriculum.

Finally, the EEC also considered the student profile and noted that the programme attracts a mixed cohort of students from Cyprus, the EU, and non-EU countries. The Committee was informed that the programme normally recruits around 30 students per year, with an approximate 50-50 split between EU and non-EU students, and with most EU students coming from Cyprus. It was positive to hear that MBA students have also had opportunities to present their work at a local conference, as this gives them exposure beyond the classroom and supports the applied character of the programme. In terms of progression, the programme appears to have relatively strong completion patterns, with more than 90 percent of students graduating on time. While the College noted that quantitative tracking can be challenging in some areas, it was clear from the discussion that staff follow students qualitatively and maintain close contact with them during and after their studies.

Areas of improvement and recommendations

One area that could be reviewed regards the way student teams are formed in some courses. Allowing students to choose their own teams can make group work easier in the short term, but it may also reduce opportunities for students to work with classmates from different backgrounds or with different views. Given the value of diversity and peer learning in an MBA programme, the EEC encourages the programme team to consider whether more structured team formation could be used in some courses. This may also be used systematically to support the development of soft skills such as cultural and collaborative skills as mentioned elsewhere in this document.

The EEC strongly recommends the CTL Eurocollege to strengthen the tracking of graduates/alumni both quantitatively and qualitatively with faculty maintaining close contact with them during and after their studies.

Stakeholders stressed the importance of ensuring that the programme remains connected to relevant sectors of the Cypriot economy and the wider labour market, including shipping and the foreign exchange industry. They also highlighted the potential relevance of professional certifications, which could strengthen graduate career readiness and make the programme more attractive to students and employers. The EEC encourages the programme team to

make this stakeholder input more systematic and better documented, including how external views are used to update public programme information and to ensure continued alignment with relevant qualification frameworks, including the European Qualifications Framework.

Partial compliance of the practical training standards concerns improvement with respect to hands-on practical training such as an direct in-company experience (beyond practice-driven research projects). This could be integrated into the existing programme and/or added as extra-curricular activities, both scholarly and practice-driven.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
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.*

Findings

The EEC found full compliance with all standards related to teaching staff (recruitment and development, teaching staff number and status and synergies of teaching and research teaching staff.

Strengths

The EEC met with members of the faculty and noted a generally positive and collegiate academic environment. Faculty explained that courses are designed through a combination of formal procedures and more informal academic exchange, including discussion of syllabi, course content, teaching methods, bibliography, student workload, and assessment expectations. The Committee noted positively that staff appear to communicate with each other and that there is an effort to ensure that course learning outcomes, content, and assessments are aligned with the level of the programme and the European Qualifications Framework.

The EEC also noted several strengths in the faculty environment. Staff referred to strong industry links, the benefits of the small cohort size, and the ability to support student-centred learning through close interaction with students. The Committee also noted the presence of new hires, clear procedures, and a generally well-organised approach to programme delivery. Faculty described an environment with limited bureaucratic rigidity, which appears to allow some flexibility in responding to student needs and updating teaching practice. The institution has also made

investments in infrastructure, including simulation tools, and provides a budget for each faculty member, which can support teaching development, research activity, and wider academic engagement.

In relation to assessment, the EEC noted that assessment criteria, formative feedback, final examinations, and teaching materials are designed with attention to student learning and progression.

The EEC noted that, on top of the College's clear teaching focus and despite its relatively small size, the institution has made significant and visible investments in research. This is an important strength. The Committee was informed that the College has secured external research funding of approximately €300,000, which is a notable achievement given the scale and profile of the institution. The existence of a research budget of €3,000 per faculty member is also positive, as it gives staff a practical means to attend conferences, develop research collaborations, and support the production and dissemination of their work. In addition the college is committed to ensuring adequate research time for faculty with a maximum teaching load based on research activity and a teaching free (summer) semester.

The EEC welcomed the summary of research milestones presented during the visit. These included research projects, conference participation, conference presentations, and academic papers. Taken together, these activities show that the College is making significant efforts to build a more active research culture. The use of the AJG list as a reference point is also helpful, as it gives staff a clearer benchmark for journal quality and can support more strategic publication planning. The Committee encourages the College to continue building on these foundations and to connect this research activity more visibly with the MBA programme, where appropriate.

Last but not least, the EEC met with members of the administrative staff and noted a strong sense of commitment to the institution and to the students. The discussion suggested a close and supportive working environment, with a clear "family" feeling across the College. Administrative staff appeared to have a good understanding of the needs of the student body, and they identified student adjustment as one of the main challenges, particularly for international students coming from Asia. The Committee noted positively the emphasis placed on transparency, collaboration, and direct communication between administrative staff, faculty, and students. The long tenure of several administrative staff members also appears to contribute to institutional memory and continuity.

Areas of improvement and recommendations

The EEC discussed the use of handwritten exams. While this can be appropriate in some cases, the programme team may wish to reflect on whether handwritten examinations remain the best format across all courses, particularly in a business programme where students are expected to work with digital tools, data, and contemporary management practices. This is not necessarily a weakness, but it is an area where further reflection would be useful.

The EEC strongly recommends that CTL further refines and explicitly defines what the criteria are for research outputs that count towards promotion, bonuses, and teaching load reduction. Consistently with the mission and vision of the College, the application explains how contributions to conferences, funding, and publications in "highly ranked journals" are included in faculty evaluation, promotion criteria, and hiring decisions. What remains somewhat implicit is what exactly counts as included in these outputs and (importantly) what does not count. The AJG list is mentioned in the context of faculty ranking, but does not appear in the list of research outputs provided by the College, raising questions about the systematic use of this list. We therefore suggest further operationalization research outputs, and (importantly) making clear to faculty what the process and criteria are in terms of (1) a priori lists and descriptions of what constitutes, ex ante, valid outputs and what does not, (2) the

process of approving these outputs ex post including potential peer evaluation or other steps, or (3) a combination of these.

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

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

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

Sub-areas

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

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

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

4.4 Student certification

Standards

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

Findings

The EEC found full compliance with all standards related to student admission, progression, recognition and certification.

Some factual data with respect to this standard: out of 120 enrollments (last 3,5 years), 92,5% (111 students) graduated from the programme; 3,5% had insufficient progression with unsatisfactory overall scores, leading to a delayed graduation and 4% dropped out (for financial or other reasons).

Actual student population: 40 international students (Asia/Africa) and 60 non-international (48 local/Cyprus and 2 EU/EER)

Strengths

The EEC also noted several practical forms of support and infrastructure development. The College offers a number of scholarships, including scholarships for local students covering approximately 20% of tuition fees, as well as merit-based and athlete scholarships, with around five scholarships awarded per year. The Committee was also informed about planned or ongoing investment in the physical infrastructure, including the building extension, parking accommodation, and the use of smart screens in teaching spaces. These developments are positive and show that the institution is trying to improve both the student experience and the facilities available to support teaching and learning.

Areas of improvement and recommendations

The EEC commends the CTL Eurocollege for the on-boarding efforts with respect to in-coming international students. However, given the housing situation in the city of Limassol, the EEC recommends the school to try to engage these students in dialogue prior to arrival of the difficulties they might encounter in this respect.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
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 EEC found full compliance with all standards related to learning resources and student support (teaching and learning resources, physical resources, human support resources and student support).

Strengths

As already mentioned above in this report, the EEC noted a strong sense of commitment to the institution and to the students. The discussion suggested a close and supportive working environment, with a clear "family" feeling across the College. Administrative staff appeared to have a good understanding of the needs of the student body, and they identified student adjustment as one of the main challenges, particularly for international students coming from Asia. The Committee noted positively the emphasis placed on transparency, collaboration, and direct communication between administrative staff, faculty, and students. The long tenure of several administrative staff members also appears to contribute to institutional memory and continuity.

Students appeared satisfied with their overall experience and spoke positively about both the program and the institution. A recurring theme was accessibility and approachability of lectures. Students indicated the faculty members are supportive, responsive and willing to assist them when needed. Students also highlighted the strong communication channels available to them and reported that administrative support is readily accessible. The relationship between students and staff appeared positive and collaborative, contributing to a welcoming learning environment. Students reported that the programme generally met the expectations that had been communicated to them before enrolment.

In short, the institution appeared to place students at the centre of its activities and decision-making processes.

Areas of improvement and recommendations

A clear area for further improvement, but already planned for, concerns the extension of infrastructure currently in use. The CTL Eurocollege has recognised the need for more space and the modernisation/update of the current infrastructure and is close to finalising the acquisition of a suitable building in the neighbourhood.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
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

na

Strengths

na

Areas of improvement and recommendations

na

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

The EEC found full compliance with all CYQAA standards and recommends re-accreditation of the programme under review: Master of Business Administration, 90 ECTS, 3 semester, conventional face-to-face programme of study.

The EEC wants to thank the CTL Eurocollege community and the CYQAA Office for the competently organised visit and the warm welcome. The EEC also wants to thank the College administrators, external stakeholders, faculty, support staff and students for the open conversations and discussions.

It is clear to the EEC that the College has many strengths and succeeds in realizing its vision, mission and ambitions. The values of the institute permeate in a very professional and transparent way all activities and operations of the institute and drive programme design and development.

The EEC wants to commend the CTL Eurocollege for its transparency and clarity of structures, procedures and processes. Staff, faculty and students independently mentioned this as a noteworthy strength of the institute and the programme.

The EEC strongly recommends the CTL Eurocollege to review and/or update the alignment between programme and course learning objectives, course titles and contents and final project and to consider the offering of electives and/or extra-curricular modules (such as internships).

Furthermore, the EEC found that all efforts with respect to research bear fruit in line with the ambition of the institute to underpin its programmes with relevant applied research. The way research efforts are supported and evaluated (financial support, incentives, workload, recognition and assessment) can be considered very good if not best practice and in line with vision, mission and ambition. The EEC, nevertheless, also identified room for improvement and further operationalisation of research output evaluation processes.

As a concluding and consultative (not standard related), the EEC strongly suggest the College to do a deep-dive into the SWOT analysis, (re-)define sources of distinctiveness, weaknesses and ways to overcome these, as well as threats and opportunities arising from changes in society at large. This exercise might enlighten and inspire the College's strategy as to the way forward in changing times.

Last but not least, the EEC commends the CTL Eurocollege for running smooth operations In a very family community way with attention to the needs and obligations of all, staff, faculty and students.

E. Signatures of the EEC

Name	*Signature*
Philip Vergauwen	
Christian Asmussen	
Christos Kolympiris	
Anastasia Pafiti	

Date: June 6th 2026