



Doc. 300.2.2

# Institution Response (Institutional Evaluation)

Date: 20 July, 2022

- Higher Education Institution: **The Philips College**
- Town: : **Nicosia**
- Institution Status: **Currently Operating**

**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. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.2.1) must justify whether actions have been taken in improving the quality of the Institution in each assessment area.*
- *In particular, in the section building facilities, student welfare services, infrastructure, the HEI must respond on the comments and scoring of the EEC.*
- *Under each assessment area, the HEI must respond on, without changing the format of the report:*
  - *the findings, strengths, areas of improvement and recommendations of the EEC*
  - *the deficiencies noted under the quality indicators (criteria)*
  - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.2.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

## **BUILDING FACILITIES - STUDENT WELFARE SERVICES - INFRASTRUCTURE**

### **1. Building facilities**

#### **1.1 Plans and licenses**

##### **EEC:**

- *The general site plan submitted is not dully stamped by the respective authority. Also, it does not indicate clearly the spaces allocated for students, academic personnel and visitors.*
- *No operating licence has been submitted.*
- *The Fire Safety Certificate must be renewed.*
- *The elevators do not operate and therefore all the areas except for the lower ground floor are inaccessible to wheelchairs, or persons with disabilities.*

##### **PHILIPS COLLEGE:**

The College took action on comments and recommendations of the EEC on involved technical issues concerning plans and licenses, which resulted in the issuing of the official documents concerning plans and licenses required and requested by CYQAA in its letter to the College (Αρ. Φακ.: 07.14.120 15 Ιουνίου, 2022). As for the certificate for electrical and mechanical installations, these installations have already been inspected and approved by Mr. Marios Vasileiou, who is a qualified electrical engineer member of ETEK (A083594/Δ), and who has already processed the request to the Electrical and Mechanical Services to issue the relevant certificate; this process takes four to six months.

The documents, which demonstrate compliance with the comments and recommendations of the EEC, are submitted herewith, as follows **(ANNEX 001)**

1. Νέο Πιστοποιητικό Τελικής Έγκρισης
2. Άδεια Λειτουργίας
3. Ανανεωμένο Πιστοποιητικό Πυρασφάλειας
4. Τοπογραφικό σχέδιο του Κτηματολογίου **(ANNEX 001)**
5. Χωροταξικό Σχέδιο

## 1.2 Other facilities

### **EEC:**

All Other Facilities are rated “*Satisfactory*”, with the following notes:

- The Fire Safety Certificate must be renewed.
- *The lack of wheelchair access to all areas should be addressed and be rectified.*
- *The lifts must be operational.*
- *The electrical and mechanical installations should be checked by the Department of Electrical and Mechanical Services.*
- *The injury risk related to the low height of the entrance should be addressed immediately.*

### **PHILIPS COLLEGE:**

See above comments of the College concerning in the section of plans and licences.

## 2. Student welfare services

### **EEC:**

All Student Welfare Services are rated “*Satisfactory*”, except *Special access for students with disabilities (PWD)*.

### **PHILIPS COLLEGE:**

The College has developed an explicit policy for accommodating students with disabilities and implements fully the relevant regulations of the Republic of Cyprus, Ministry of Transport, Communications and Work, Department of Public Works (PWD). We believe that individuals with disabilities should have access to the full range of academic, cultural and social activities offered by the College. Therefore, the College has undertaken all necessary steps to satisfy the general needs for access to facilities, and the specific needs of each individual with a learning or other disability.

Information submitted regarding a student’s disability will have no bearing on the academic assessment of the student’s application.



### 3. Infrastructure

#### EEC:

All Infrastructure items (Library, Computers, Technological Support and Technical Support) are rated "Satisfactory".

#### PHILIPS COLLEGE:

Philips College appreciates this positive rating of Infrastructure.

## 1. Institution's Academic Profile and Orientation

### Sub-Areas

- 1.1 Mission and strategic planning
- 1.2 Connecting with society
- 1.3 Development processes

The Philips College appreciates the high ratings, mostly with “4” and “5” of indicators/criteria, and the “Compliant” ratings of sub-areas. As for the sub-area 1.3 Development processes, Philips College has implemented all relevant suggestions of the EEC, as follows:

### EEC:

*establish a clearer and more distinctive narrative as to the aims and objectives of the College to “calibrate” its ambitions and to clarify and (explicitly) align the definition(s) of excellence with respect to education and research in the context of the College’s Values, Vision and Mission.*

### PHILIPS COLLEGE:

Philips College established a Vision and Mission statement that clearly indicate its education and research aims and objectives leading to excellence, as follows:

### **The College’s Vision statement reads as follows:**

Considering the principles of humanitarianism, The Philips College envisages becoming a European pioneering institution in Higher Education, capable to adding to the intellectual, social, and economic development of Cyprus, planning a decisive role as a regional educational centre and providing quality research and teaching, by attracting, developing and retaining staff of high calibre.

### **The College’s Mission statement reads as follows:**

*“To provide the highest possible quality education in Cyprus within the principles set out by the broader European educational and academic fraternity”.*

The Philips College is an institution of higher education offering undergraduate and postgraduate level studies. The College is dedicated to quality teaching and to providing students with skills, attitudes and knowledge which can be put into practical use to serve Cyprus and other countries.

**The College helps students to acquire:**

- knowledge on which they can build specializations for practical utilisation; and
- the ability to express themselves effectively orally and in writing.

**To achieve the above mission the College is committed to:**

- contributing to the national community by providing it with well-educated graduates who can improve the economic and social life of the community;
- providing students with fundamental and specialised knowledge through a comprehensive range of relevant courses designed to build competencies;
- providing students with the opportunity to improve their knowledge and skills through a variety of courses requiring analysis and application;
- serving as an educational and cultural centre for the local community by providing community-centred programs and activities;
- providing a highly-qualified faculty through quality recruiting and selection practices, on-going training and development, effective teacher assessment, institutional support and self-criticism aiming for faculty growth within an environment which fosters academic freedom;
- attracting a competent student body through the setting of competitive standards of admission and effective recruiting strategies;
- helping students develop by providing them with effective evaluation of academic progress and encouraging them to participate in social and extracurricular activities provided by the College; and
- helping students gain a balanced view of life through formal education and social participation.



**The College's Values are as follows:**

- **Freedom** of thought and expression
- **Freedom** from discrimination
- **Recognition** and reward of the College's staff as its greatest asset
- **Integrity**: acting in an honest, fair and ethical manner
- **Excellence**: serving our scholarly community by delivering consistently high-quality programmes, teaching service and research
- **Inclusion**: cultivating an inclusive learning, living and working community, facilitating the success of all people, and supporting all individuals.
- **Accountability**: ensuring academic programmatic and fiscal integrity and value through prudent management of resources entrusted to the College.
- **Innovative**: focused on discovering and applying knowledge with impact, and encouraging creative thinking and new ideas.
- **Collaborative**: working together, internally and externally, with integrity and in an open, respectful way.

### **EEC:**

*Develop an explicit and comprehensive strategic plan for the short, medium and long-run.*

### **PHILIPS COLLEGE:**

The College has developed an explicit strategic plan, as follows:

### **STRATEGIC PLAN FOR THE YEARS 2022-2027**

**The objectives of Philips College, as expressed in the master plan of 2022-2027 are as follows:**

- The completion of the building and grounds plan, complete and equip infrastructure with modern equipment and ergonomic, high-quality fittings. Use the amphitheatre for hosting seminars, debates and other similar activities involving the local community.
- The-upgrading and enrichment of the Information Technology facilities.
- To improve facilities and to strengthen the existing research centre of the College.
- The development and presentation of intensive programmes/seminars.
- To study further the issues of the ownership/shareholding of the College with a view of attracting new investors/shareholders.
- Further expand and enrich the library with additional books, periodicals and electronic holdings.
- Expand Staff Development programmes and promote Philips College exchange staff with other colleges/universities.
- Develop and offer more short-cycle and professional programs of study needed by the community, the economy and the local labour market.

### **Over the next five years, Philips College commits to:**

- continue to recruit Academic Staff of high calibre
- review offerings, scheduling and delivering to improve access and retention to accommodate broader student needs and life stages including:
  - Improved pathways, timetabling, more and community provision;
  - Improved retention and progression for Philips students;
  - Non-degree education opportunities for select needs;

- continue to select for, develop and reward high-quality teaching for all students;
- improve support for selected pedagogical innovation;
- develop student recruitment plans;
- continue to consolidate all programmes and to ensure that standards are married and improved;
- to strengthen the existing links between the College, and other institutions, particularly those in the European Union, and to exchange knowledge;
- be a research partner of choice for industry;
- strengthen, grow and diversity our research pipeline in transdisciplinary priority areas;
- develop a student-centred education for physical, digital, formal and informal leading activities enriched by professional and community curricular activities;
- extend informal social, professional and academic engagement between individuals, students, staff and the broader College community;
- review student representative systems to enhance the student voice;
- develop cultural competencies for all teaching staff;
- define and deploy our values in practice;
- provide training and support staff to work in cross-functional, and open collaborative ways;
- identify new markets for recruitment of high-quality students;
- improve support for selected pedagogical innovations and scholarship of teaching and learning.



## **EEC:**

*Develop courageous and effective policies to improve the gender balance in the leadership team and across the whole academic community.*

## **PHILIPS COLLEGE:**

The Philips College is committed to equality of opportunity, the pursuit of diversity amongst its employees and student population and a supportive environment for all members of our community.

No student, member of staff, applicant for admission as a student, or applicant for appointment as a member of staff is treated less favourably than another because of her or his gender or of belonging to a protected group.

Philips College is committed to providing equality for all irrespective of gender, age, race, colour, religion, nationality, disability, sexual orientation, marriage, pregnancy and maternity.

If any student, employee or visitor believes that they had experienced any form of discrimination, harassment or victimisation, the College deals with the matter accordingly, decisively and very seriously.



## 2. Quality Assurance

### Sub-Areas

2.1 System and quality assurance strategy

2.2 Ensuring quality for the programmes of study

### PHILIPS COLLEGE:

The Philips College appreciates the high ratings “4” and “5” of the indicators/criteria concerning Quality Assurance, the “Compliant” ratings of the sub-areas, and that there are no further EEC recommendations in this area.



### 3. Administration

#### **PHILIPS COLLEGE:**

The Philips College appreciates the high ratings “4” and mostly “5” of the indicators/criteria concerning Administration, and the “Compliant” rating of the sub-area.

## 4. Learning and Teaching

### Sub-Areas

#### 4.1 Planning the programmes of study

#### 4.2 Organisation of teaching

The Philips College appreciates the high ratings “4” and “5” of the indicators/criteria concerning Learning and Teaching, and the “Compliant” ratings of the sub-areas.

### EEC:

*How academics, students, graduates, and others participate in developing the institution’s development strategy, and how they assess the demands of society and take these into account, and quality assurance processes in programs’ development.*

### PHILIPS COLLEGE:

The Philips College, in response to the above recommendation of the EEC, has revised its relevant policy and processes. It encourages and expects the development of new programs, acknowledging that it is a critical component to the growth of the Institution. The genesis of new ideas can come from multiple sources, including faculty members, administrators, and Program Leaders, and it is accompanied by consultations with the College’s stakeholders such as teaching and administration staff, students, employers, trade unions, as well as with the Philips College Advisory Council. After initial discussions, faculty and/or administrators, under the guidance of the Program Leaders from where the new program (if approved) will ultimately be administratively housed, develop the following formal documents: a full Feasibility Study, and a Statement of Activities. Through shared governance, College administrators and Faculty, will then review those documents.

### Feasibility Study

The Feasibility Study is a core component of involved Quality Assurance. It requires detailed information in each section and includes supporting documentation of evidence. Information not available or not included must be explained in the framework of the Feasibility Study. The Course Development Team is responsible for guiding the study through the process of review, including consultations with the College’s stakeholders. This is a critical part of the processes for the course development team, in coordination with the Course Leaders, to seek input and feedback, and make

revisions and adjustments throughout the course of the study.

While new course proposals normally arise as part of the implementation phase, strategic planning process of Faculty, such proposals may also emerge as a response to changing circumstances or emerging needs.

No constraints will be put on the sources from which new course proposals can originate. The concept for a new course may evolve from a variety of sources, internal or external such as academic staff, department, faculty of the College management, commercial or industrial partners etc.

In order to develop a new course, a Course Development Team is established by the Course Leader. This team consists of members of academic staff competent to work in the area under investigation. The team should be mindful of the benefits of seeking the input of other staff, within or externally from the Department, who may be able to advise or assist in the process. If required, individuals from within or without the College whose expertise would be of benefit in advancing the planning and development of the proposed course can also be assigned to the team. A team leader will be designated at the earliest opportunity.

The Course Leader forwards the completed document to the Academic Committee. It is the responsibility of the Department and the Faculty to ensure that the proposed new course is compatible with the faculty's strategic planning and/or that it responds to a changing circumstance or an emerging need which is appropriate for the school to address.



## 5. Teaching Staff

The Philips College appreciates the high ratings “4” and mostly “5” of the indicators/criteria concerning Administration, and the “Compliant” rating of the sub-area.

### **EEC:**

*Workload needs to cover explicitly all types of contributions (such as contribution to society) that may be considered as part of the annual review or promotions. Internal staff development could feature an annual peer-review of teaching that acts as a constructive process.*

### **PHILIPS COLLEGE:**

Our people are the major asset of Philips College, and together with the way we all work together, are the foundations of the College. We support and inspire so that all colleagues achieve their goals and ambitions in teaching, research and contribution to the community in the various policies of the College and via a staff development plan. At the same time, the College supports our students to realise their potential so that our alumni become loyal and engaged ambassadors of the College.

It is therefore required by Philips College that contribution to the community is an essential part of the faculty work at the College, and certainly, together with teaching and research, is a major criterion for the evaluation and promotion of faculty members.

In addition, the College takes the wellbeing of the staff seriously and provides a safe working environment. The College offers its employees development pathways and flexible working conditions, as well as responsive, committed academic and pastoral support to students.

The College’s leadership is positive and proactive in serving the entire community openly, honestly and with accountability. It is therefore ambitious, via contribution to the community, for the betterment of society and aspires excellence in all functions of the College.

## 6. Research

The Philips College appreciates the high ratings “4” and mostly “5” of the indicators/criteria concerning Research, and the “Compliant” rating of the sub-area.

### **EEC:**

*The research ambition and strategy can be more effectively aligned with the positioning of the College. It may be useful to encourage more student participation as part of students’ own research projects.*

### **PHILIPS COLLEGE:**

The Philips College is committed to research excellence and to the rigorous pursuit of new knowledge. As such it is committed to maintaining the highest standards of scholarly and scientific integrity in its research. It expects all researchers to work to these standards. Thinking and talking about nowadays’ research needs the understanding right from the start that research is not a prerogative of the academic world. High quality advanced research is carried out in many companies and already this urges the cooperation between enterprises and institutions of Higher Education towards a mutual benefit.

It is fully recognised that there cannot be any complete teaching process in programs of study leading to academic degrees without research. To this end, the College requires that faculty members, not only include their own research and other recent research developments in their teaching, but also require from students to take courses on research methods, and include research in their term papers and in their final projects/theses.

In addition, faculty members, where feasible, involve students in their funded nationally or internationally research projects.



## 7. Resources

The Philips College appreciates the high ratings “4” and mostly “5” of the indicators/criteria concerning Resources, the rewarding comments of the EEC, and the “Compliant” rating of the sub-area.



## B. Conclusions and Final Remarks

The Philips College appreciates the positive institutional evaluation report by the EEC, and it has already implemented all relevant recommendations (see above).

## D. Higher Education Institution Academic Representatives

<i>E. Name</i>	<i>Position</i>	<i>Signature</i>
Constatinou Philippos, CPA	Chairperson, Principal	
Raptis Thanasis, PhD	Representative, Academic Staff	
Kounadeas Theodoros, PhD	Representative, Academic Staff	
Bourlekidis Kostantinos (PhD cand)	Ex-member Internal Evaluation Committee, Kapodistrian University	
Constantinou Soteris, MSc	Director of MIS, Representative of Administrative Staff	

**Date:** **20 July, 2022** [Click to enter date](#)



# **ANNEX 001**

## **REQUESTED CERTIFICATES**



Αρ. Φακ: Β 154/1987

## ΝΕΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ ΤΕΛΙΚΗΣ ΕΓΚΡΙΣΗΣ

12 Ιουλίου 2022

### Βεβαίωση

Με την παρούσα βεβαιώνεται ότι στα πρώην τεμάχια με αριθμούς 840 και 841, Φ/Σχ. 21/540603, Τμήμα 12, τα οποία σήμερα αποτελούν τμήμα του τεμαχίου με αριθμό 949, Φ/Σχ. 21/540603, Τμήμα 12, ανεγέρθηκε πενταώροφο κολλέγιο (δημόσια οικοδομή) με υπόγειο και υπόστεγο για στάθμευση και βοηθητικούς χώρους με τις άδειες οικοδομής με αρ. 3284, ημερομηνίας 22/7/1988 και με αρ. 2058, ημερομηνίας 2/7/1992.

Για τις προαναφερθείσες άδειες οικοδομής έχει εκδοθεί το πιστοποιητικό έγκρισης με αρ. 2023, ημερομηνίας 3/7/1992.

Η βεβαιούσα



Μαρία Κυπριανού  
για Δημοτικό Μηχανικό

ΜαΚ

## ΒΕΒΑΙΩΣΗ

Βεβαιούται ότι στις εγκαταστάσεις της εταιρείας The Philips College Ltd με αριθμό εγγραφής 13074 στην οδό Λαμίας 004, Τ.Τ. 2001 λειτουργεί το Philips College από 1/1/2001.

Η άδεια διατήρησης επαγγελματικού υποστατικού εκδίδεται στο όνομα της εταιρείας The Philips College Ltd.

## ΑΔΕΙΑ ΛΕΙΤΟΥΡΓΙΑΣ

  
Για Δημοτική Ταμία  


19 Ιουνίου 2022

π





ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ  
ΥΠΟΥΡΓΕΙΟ ΔΙΚΑΙΟΣΥΝΗΣ  
ΚΑΙ ΔΗΜΟΣΙΑΣ ΤΑΞΕΩΣ



ΠΥΡΟΣΒΕΣΤΙΚΗ ΥΠΗΡΕΣΙΑ  
ΚΥΠΡΟΥ

*Ευαγγελίτη Δίπλωσού*

Αρ. Φακ.: Π.Υ. 343/2/ΣΧ478  
Αρ. Τηλ.: 22802150  
Αρ. Φαξ: 22312427  
Email: cyprusfireservice@fs.gov.cy

ΠΥΡΟΣΒΕΣΤΙΚΟΣ ΣΤΑΘΜΟΣ  
ΑΚΡΟΠΟΛΕΩΣ  
ΛΟΧΙΑ ΣΠΥΡΟΥ ΤΤΑΝΤΗ

24 Ιουνίου 2022


κ. Φίλιππο Κωνσταντίνου  
"THE PHILIPS COLLEGE"  
Τ.Θ. 28008  
2090 – Λευκωσία

**ΑΝΑΝΕΩΜΕΝΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ  
ΠΥΡΑΣΦΑΛΕΙΑΣ**

**Επιθεώρηση Πυροπροστασίας των εγκαταστάσεων του  
"Philips College" στην οδό Λαμίας αρ. 4-6 στο Στρόβολο**

Αναφέρομαι στην επιστολή σας ημερομηνίας 22/06/2022 και σας πληροφορώ ότι οι εγκαταστάσεις του πιο πάνω κολλεγίου επιθεωρήθηκαν στις 24/06/2022 και κρίθηκαν κατάλληλες από απόψεως πυροπροστασίας.

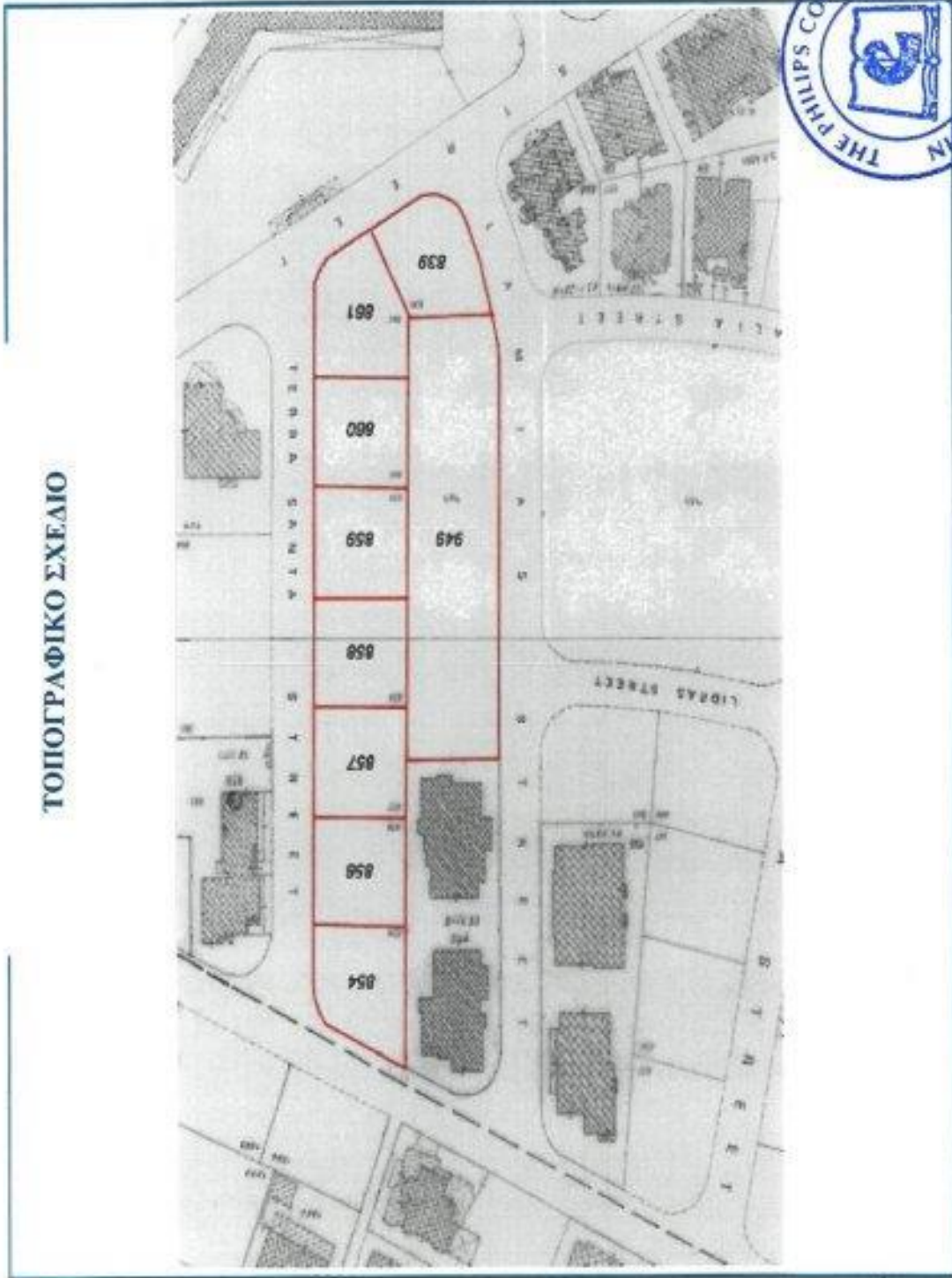
Σημ.: Το παρόν Πιστοποιητικό ισχύει για τρία χρόνια από την ημερομηνία έκδοσης του.

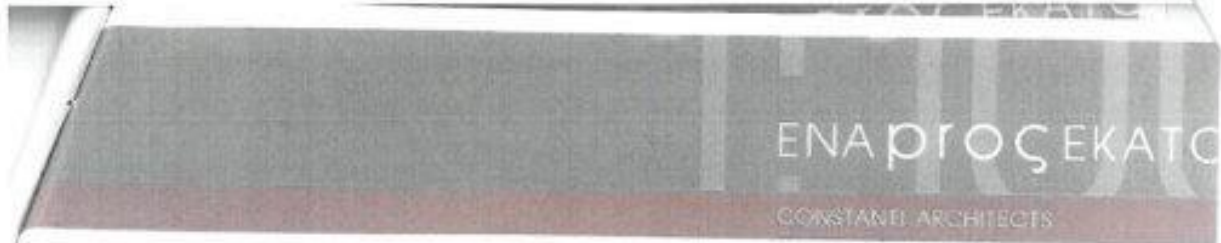
  
ΧΑΡ. ΤΗΛΛΥΡΟΣ  
Αναπλ. Αντιπύραρχος  
Επαρχιακός Υπεύθυνος  
Πυροσβεστικών Σταθμών Λοχίας  
για Αρχιπύραρχο Πυρ. Υπηρεσίας

Κοιν. : -Αρχιπύραρχο Πυροσβεστικής Υπηρεσίας  
ΠΝ



**ΤΟΠΟΓΡΑΦΙΚΟ ΣΧΕΔΙΟ**





Κατ. Διοθύνουσα Γραμμή Αεροσπη 41, 2108 Αγία Νάνα  
Ταχ. Θυρίδα 14133, 2154 Αεροσπη, Λεμεσός, Κύπρος  
τηλ. +357 22462055, φαξ. +357 22332964  
e-mail: kyrcan@cyprusnet.com.cy

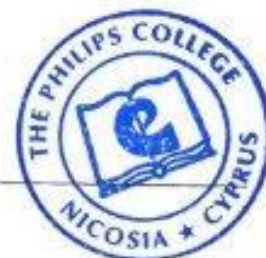
## 2. Χαρακτηριστικά Τεμαχίων/Ακινήτων



Τα πιο πάνω τεμάχια/οικοδομές βρίσκονται επί των οδών Λαμίας, Εστίας, Τέρα Σάντα & Αραϊνός.

Επί του τεμαχίου 949 έχει ανεγερθεί οικοδομή («Β» – αεροφωτογραφία) με βάση την Οικοδομική Άδεια Β154/87, ΑΡ.3284, ημερομηνίας 22/07/1988 η οποία άδεια αφορούσε ανέγερση 5όροφου κολlegίου στα τότε τεμάχια 840+841. Η οικοδομή αποτελείται από:

- Υπόγειο και υπόστεγο για στάθμευση και βοηθητικούς χώρους
- Ισόγειο με τους χώρους διοίκησης
- 1<sup>ος</sup> όροφο με 6 αίθουσες διδασκαλίας
- 2<sup>ος</sup> όροφο με 6 αίθουσες διδασκαλίας
- 3<sup>ος</sup> όροφο με 6 αίθουσες διδασκαλίας





ΧΩΡΟΤΑΞΙΚΟ ΣΧΕΔΙΟ

