Doc. 300.1.2

Date: 12.05.2024

Higher Education Institution's Response

- **Higher Education Institution:** Global College

- **Town: Nicosia**

- **Programme of study**
  Name (Duration, ECTS, Cycle)

  In Greek:

  Διαχείριση Ασφάλειας (2 Έτη/120 ECTS, Δίπλωμα) Εξ αποστάσεως

  In English:

  Security Management (2 Years/120 ECTS, Diploma) Distance-Learning

- **Language(s) of instruction: Greek**

- **Programme's status:** Currently Operating

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

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.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*

- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*

  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*

- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*

- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

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

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
In light of the ever-changing and growing relevance of digital forms of crime, the EEC recommends that the programme strive to further incorporate training in digital skills within the overall content of the diploma. We note the course offered on 'Introduction to Information Security', but regard coverage of cyber and digital crimes as worthy of further integration within other courses.	To implement the EEC's recommendation, and incorporate cyber and digital crimes, we added a new elective course DSM 423 - Cyberspace and Crime [*see Appendix 1*]. The course aims to present the forms in which crime appears in cyberspace, such as the analysis of the characteristics of (child) pornography as a form of cybercrime which is unfortunately an unpleasant form of crime. The course also covers other forms of cybercrime and anticrime policy development in cyberspace, such as cyber terrorism, financial crime, cyber offenses, etc. This course will be taught by Mr. Marios Papaevriviades [CV attached] [*see Appendix 2*]	Choose level of compliance:
The course descriptions not explicitly security-themed are written in a generic fashion, without a sense of how matters of security will be addressed (e.g., 'Management', 'Marketing', 'Occupational Psychology'). We recommend these be revised in order to enable (prospective) students to better gauge their content.	The theory and concepts of these, not explicitly security-themed, courses are the same as in any other industry. Students are guided through by their tutors and learn how to apply the theory within the security management context. However, to enable (prospective) students to better gauge their content we revised the course descriptions [Objective, Outcomes, and Content] of the following courses [*see Appendix 3*]: DSM 206 - Management DSM 209 - Introduction to Occupational Psychology DSM 421 - Introduction to Marketing DSM 422 - Public Relations	Choose level of compliance:
Participation in Erasmus+ is welcomed, but the EEC also recommends that visitations are undertaken with a wide range of participating countries to ensure students are able to experience as much as possible of the diversity in working conditions and cultures in Europe.	The recommendation is taken into consideration. Dr. Kapetanios, the Head of our Erasmus programs, is currently investigating this option, and he will be in a position to suggest a detailed plan shortly. The plan will apply to all the students at our College and will allow them to study abroad, experience a different culture, improve their language skills, and gain valuable international experience.	Choose level of compliance:

2. Student – centred learning, teaching and assessment
(ESG 1.3)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
The EEC recommends providing online students with continuous assessment throughout the programme. Considering that the 60% allocation for the final exam cannot be reduced by law, the EEC suggests taking part of the remaining 40% to be distributed between the mid-term assignments and weekly interactive (formative) activities. This approach will help ensure that students remain continuously engaged in the e-learning process.	Implementing further ongoing assessments throughout the semester is an excellent strategy to support continuous learning. **Although this is the current practice, we have informed our teaching staff to consider applying various forms of assessments** such as mid-term exams, mini quizzes, assignments, projects, presentations, or discussions. Specifically, we guide them to have a variety of the following: **Mini Quizzes:** Administer short quizzes regularly, such as weekly or bi-weekly. These quizzes can focus on specific security topics or concepts recently covered in class. They should use them as formative assessments to gauge student understanding and identify areas that may need additional reinforcement. **Assignments:** Assign regular problem sets to reinforce security concepts learned in class. They could provide timely feedback on assignments to help students understand their strengths and areas for improvement. **Projects:** Assign projects that require students to apply their knowledge to real-world security scenarios or solve complex problems. Break down larger projects into smaller milestones with checkpoints throughout the semester. They should provide opportunities for students to present their projects to the class, fostering communication and presentation skills. **Presentations and Discussions:** Incorporate presentations or group discussions into their classes to encourage active participation and critical thinking. They should assign topics related to the course material and have students present their findings or lead discussions. Also, they should encourage peer feedback and constructive criticism to promote collaboration and learning from each other. **Online Tools and Platforms**: Utilize Moodle for administering quizzes, assignments, or discussions. The LMS can provide instant feedback to students and streamline the grading process for instructors. By incorporating a variety of ongoing assessments throughout the semester, they create a more dynamic learning environment that supports continuous engagement and growth for their students.	Choose level of compliance:
The EEC believes that continually evaluating the quality assurance of distance learning by non-mandatory external accreditation organisations (EDEN, EFQUEL, EADTU, etc.) is a good practice. Therefore, the College is encouraged to apply for these external accreditations to evaluate the quality of its distance learning programmes.	Continually evaluating the quality assurance of distance learning programs through non-mandatory external accreditation organizations such as EDEN, EFQUEL, and EADTU can indeed be beneficial. External accreditation organizations often have established standards and criteria for evaluating the quality of distance learning programs. By undergoing accreditation processes, the College can ensure that its programs meet or exceed these standards, thereby enhancing the quality of education provided to students.	

	Overall, applying for external accreditations from organizations such as EDEN, EFQUEL, and EADTU can help the College demonstrate its commitment to quality assurance, enhance its reputation, and improve the effectiveness of its distance learning programs. It aligns with best practices in higher education and benefits both the institution and its students. Therefore, we will consider this recommendation, and proceed [after the approval] with the necessary strategic directions.	
The EEC suggests that the College considers possible challenges if the programme attracts international students from remote time zones, emphasising the need for more asynchronous online interaction and collaboration.	Although we currently do not have students from remote time zones, we do have various strategies to facilitate effective asynchronous collaboration in such a scenario, such as: ▪ offer a variety of communication channels that accommodate different time zones and preferences. This might include email, discussion boards, messaging apps, and asynchronous video messaging platforms. ▪ establish clear guidelines regarding response times and availability to manage expectations among students and instructors. Encourage participants to communicate their preferred response times and availability upfront. ▪ record lectures, presentations, and other important sessions to allow students to access them at their convenience. ▪ create discussion forums where students can engage in ongoing discussions, ask questions, and share insights asynchronously. Encourage active participation and provide prompts to stimulate meaningful conversations. ▪ structure group projects with flexible deadlines to accommodate students in different time zones. ▪ utilize project management tools to facilitate collaboration, track progress, and communicate asynchronously. ▪ implement peer feedback and review processes that allow students to provide feedback on each other's work asynchronously. Provide guidelines and templates to facilitate constructive feedback. ▪ offer virtual office hours and meetings at various times to accommodate students in different time zones. Record these sessions for students who are unable to attend live. ▪ foster a culturally sensitive and inclusive environment where students feel respected and valued regardless of their geographical location or time zone. Encourage cross-cultural exchange and collaboration. By implementing these strategies, the programme can effectively cater to the needs of international students from remote time zones, promoting meaningful interaction, collaboration, and learning outcomes. Additionally, regular feedback and communication with students can help identify any challenges and make necessary adjustments to enhance the overall learning experience.	

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The EEC recommends that the College encouraging diversity in the overall programme through encouraging the enrolment of female students.	This is a goal we have set, and we are constantly trying to attract more female students. Over the past years, we have employed the following: ▪ Our marketing department is using female students [from the specific program] for the Security Management program promotional campaigns and ads. *Advertisement* *Link* ▪ We have female faculty representation who can serve as mentors and advisors to female students. We hope that their presence can help create a more supportive and inclusive learning environment. ▪ We offer flexible learning options, such as online courses or part-time study, to accommodate the needs of female students who may have additional responsibilities outside of their studies. Although we appreciate the fact that the program's culture is male-oriented, still we constantly enhance our efforts to attract more female students. This is an ongoing process as we know that entering new markets is an advantage.	Choose level of compliance:
Bibliographic references are sometimes outdated and/or in need of supplementation through more recent material.	We reviewed the bibliography and replaced several outdated readings. All courses have supplementary material according to the readings provided by the lecturers. The course description only provides the required textbooks and readings. Students, at the beginning of each semester, are provided with the Course Brief, in which several supplementary (further) readings are recommended by their tutors. These are constantly updated based on the topics.	Choose level of compliance:

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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3. Teaching staff
(ESG 1.5)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
It will be beneficial for the programme to encourage research and staff mobility (e.g., visitations, research collaborations, conference attendance) following some academic standards. Moreover, since there is a process of digitalisation in almost all sectors of society and the economy it will be beneficial for the programme to invest: (i) in digital skills as part of continuing professional development, (ii) international relations (not only with Greece) and (iii) further familiarisation with the English language for both staff and students. These measures for staff should improve students' learning. On (iii), the EEC has noted difficulties in English communication among some staff members, which corresponds with the fact that only some students are able to communicate effectively in English, despite their aspirations to improve their technical English skills for industry relevance. The EEC recommends that the College offer training programs aimed at enhancing the English proficiency of its staff. This would enable them to better impart these improved language skills to students.	We are constantly working on strengthening our research status in many ways. The Department of Research and Development, which was established by Global College in August 2018, has education, research, and social promotion, as its main goals. The mission of this department is to support the academic staff in terms of their development and production of research work. This department helps our academic staff to improve their research work, publish articles, and participate in international conferences. The objectives of the Department are: ▪ Promoting a plan for the development of academic staff ▪ Encourage the academic staff to develop research towards their teaching subject ▪ Presentation of research proposals at local and/or international conferences ▪ Support the involvement of the academic staff in national and/or international professional organizations active in their field of expertise The department operates in an autonomous environment, with the financial and technical support of our Institution. For this purpose, the amount of €25000 has been approved for the period September 2023 - August 2024. To date, the department has organized a significant number of seminars and conferences [both face-to-face and online] with the participation of our academic staff and students, while several conferences were held in the form of an open discussion, with the participation of the public. The four (4) more recent conferences /workshops organised by the department, in the field of Security, are: ▪ **May and June 2023:** A number of trainings were organized under the auspices of the National Stewarding Committee [as provided by the current Legislation] under the guidance of trainers and staff of the Security Management programme. The training involved about 200 stewards and security officers of sports venues from all over Cyprus. ▪ **January 2023:** Conference: Sports grounds safety management - Protocols and procedures ▪ **February 2022:** A conference was organised on Anti-terrorism and Security: The contribution of Cyprus Police through the years. ▪ **January 2022:** A conference was organized in collaboration with the GSP Stadium on *"The organization of sports events based on the new security protocols"* with the participation of more than 120 people and with key speakers, the academic staff of the Security Management program.	Choose level of compliance:

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	The personal development of our academic staff is also something that we invest in. Considering the recommendation of the EEC, the Department of Research and Development is planning to organise and provide a series of training courses to all the academic staff, to further enhance the English language and their digital skills. We agree that this will ultimately have a positive impact on our staff, the students, and the programme as well.
	
	Expanding international relations in the security industry involves building partnerships, fostering collaboration, and establishing trust with other countries and organisations. Again, this needs good planning. We are considering various ways to achieve this, and we have reached a three-pillar plan to develop our strategy.
	
	   ▪ **Collaborate on Research and Development**: Partner with international organizations, research institutions, and industry leaders to collaborate on research and development projects in the security sector. This can lead to the development of innovative solutions and technologies to address common security challenges.
	   ▪ **Participate in International Forums**: Attend and actively engage in international security forums, conferences, and summits. These platforms provide opportunities to network with stakeholders from different countries and exchange ideas on security challenges and solutions.
	   ▪ **Joint Training and Exercises**: Collaborate with international partners on joint training exercises and simulations to enhance interoperability and readiness. This not only strengthens relationships but also improves coordination during security operations.
	
	By implementing these strategies, we believe we could expand our international relations in the security industry and work collaboratively to address common security challenges on a global scale.	

For transparency, it will be beneficial for the College to develop a formal policy for the recruitment and development of its teaching staff.	The College maintains a formal policy for the recruitment and development of its teaching staff, and this is part of the *Faculty Handbook* [*see Appendix 4*] p. 16 Duties and responsibilities pp.17-19 Faculty workload p.20 Faculty time schedules p.21 Faculty ranking pp.22-23 Faculty procedures for promotion p.24 Faculty performance appraisal pp.26-28 Faculty development	Choose level of compliance:

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

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
Students voiced a desire for more tailored English language lessons specific to the terminology used in their field. Furthermore, despite working full-time jobs and implementing programme insights in their workplaces, students expressed a willingness to incorporate further practical lessons into their curriculum. Lastly, there was a shared sentiment among students for an increased emphasis on digital skills lessons and applications, aligning with the evolving demands of their professional landscape.	All three requests voiced by our students and recommended by the EEC are valid and can be implemented and adopted without changing the programme's structure. Further from the compulsory course DSM 105 English Language in the first Semester, we added the elective course DSM 424 - English Language II [*see Appendix 5*], to allow students to enhance their English. Additionally, the academic staff is instructed to apply and promote English terminology in their lectures and notes. The programme offers DSM 418 - Internship as an elective course. This has proven to be adequate, considering that most students work full-time in the industry. However, to satisfy their recommendation, we can enrich the general curriculum and incorporate practical lessons in various weekly sessions. This does not affect the programme's structure, but only the teaching methodology in several security-themed courses. This recommendation is satisfied with the addition of the elective course DSM 423 - Cyberspace and Crime [*see Appendix 1*]. Overall, the programme provides an adequate number of courses that emphasise digital skills: ▪ DSM 104 - Computers ▪ DSM 208 - Introduction to Information Security ▪ DSM 423 - Cyberspace and Crime	Choose level of compliance:
The EEC encourages the College to implement advanced learning analytics mechanisms, particularly those based on AI and Machine Learning. These tools can monitor and predict student performance and dropout rates, enabling the institution to take proactive corrective actions.	We agree that implementing advanced learning analytics mechanisms, especially those based on AI and machine learning, can indeed provide valuable insights into student performance and potential dropout risks. Currently, we apply the following tools: ***Data Collection and Integration*** Through our LMS we collect data such as attendance records, assessment scores, and demographic information, and we integrate them to create a comprehensive view of each student's academic journey. ***Early Warning Systems*** We developed early warning systems that leverage predictive models to identify students at risk of academic difficulties or potential dropout. These systems can flag students who exhibit behaviors or characteristics associated with low performance, absenteeism, or disengagement. ***Personalized Interventions*** Once at-risk students are identified, personalized interventions are implemented to address their specific needs. This might include targeted academic support, mentoring, counseling, or access to resources and services.	Choose level of compliance:

	Feedback and Analytics Dashboard We provide faculty and administrators with access to insightful dashboards that present actionable insights derived from learning analytics data. This allows them to monitor student progress, identify trends, and make data-driven decisions to improve teaching and support strategies. ***Continuous Improvement*** We continuously evaluate and refine the learning models and interventions (based on feedback and outcomes), and we incorporate new data sources to improve the accuracy and effectiveness of predictive analytics. By implementing these mechanisms, we proactively identify and support students who are at risk of academic challenges or dropout, ultimately enhancing student success and retention rates. However, to implement the EEC's recommendation we decided, as part of the *Feedback and Analytics Dashboard*, to utilise AI-powered recommendation systems to suggest interventions based on successful interventions with similar students in the past.	

5. Learning resources and student support
(ESG 1.6)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
The EEC notes that many required readings consist of entire volumes, which may not be practical for students needing to study efficiently. It is urged to provide clear and explicit guidance in the study guides on the relevant sections of these volumes, along with the recommended study time, to make the course readings more manageable while helping students plan their study effectively. The EEC believes there is room for improvement in this area.	By default, we need to identify and suggest some required textbooks for each course. These textbooks cover in great volume the various topics and weekly sessions. However, students do not rely on these textbooks, nor are forced to read the entire book or study only from that book. The lecturers provide for every weekly session course lecture notes, individual readings, articles, and other educational material related to the topic. Students use this material to study. However, there is always room for improvement, consequently, we have informed our teaching staff, to start adding to the Course Brief given to the students at the beginning of each semester, an outline of contents [in the form of a table], showing the recommended readings per week [with book pages, chapters, articles, etc.].	Choose level of compliance:
The EEC suggests exploring the use of interactive videos to enhance engagement among online students during teleconferences, with features like quizzes, navigation options and additional resources embedded in the videos (e.g., Mentimeter).	Integrating interactive videos into teleconferences can significantly enhance engagement among online students. We create engaging multimedia content with **Studio Pro** to enhance the visual and interactive aspects of our lessons. We utilise a variety of features to create an engaging learning experience, such as: ▪ we develop interactive videos that incorporate various multimedia elements such as visuals, animations, and to capture students' attention. ▪ we integrate quizzes, polls, and interactive activities throughout videos to assess comprehension and reinforce learning. ▪ we embed quizzes, polls, or knowledge checks at strategic points in the video to gauge students' understanding of the material. We provide immediate feedback after each question to reinforce learning and encourage active participation. ▪ we embed links to supplementary resources such as articles, case studies, or interactive tools that provide further context or allow students to explore topics in more depth. We constantly encourage students to explore these resources during or after the teleconference to enhance their understanding. ▪ We encourage students to engage with interactive video content by asking questions, participating in polls, and interacting with embedded quizzes. We facilitate discussions during the teleconference based on the content covered in the video to promote active learning and collaboration. As of this semester, we have asked our faculty to start analysing the quiz results, participation rates, and	Choose level of compliance:

	feedback, to identify areas for improvement and tailor future teleconferences accordingly.	
	Our Distance Learning Unit is constantly developing tools and strategies that can be employed to enhance the learning experience for the students and to increase student engagement and interaction. By leveraging interactive videos with features like quizzes, navigation options, and additional resources, we create a dynamic and engaging learning experience for online students during teleconferences. These elements not only enhance student engagement but also provide valuable opportunities for assessment and reinforcement of learning objectives.	
The EEC recommends the student handbook include the policies and practices associated with AI and Large Language Model-assisted writing.	The institution issued on 1st March 2024 an internal policy on AI tools and shared it with faculty and students [*Policy: Use of Artificial Intelligence AI*]. [*see Appendix 6*]	Choose level of compliance:

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6. Additional for doctoral programmes
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
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7. Eligibility (Joint programme)
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
The teaching staff of the programme has the necessary expertise, skills, and capacity to achieve the learning goals. However, in the future, the College could invest more in its continued development and improvement, especially concerning its international relationships (e.g., conference participation, academic visits, and collaborations) and digital technology training.	We are constantly working on strengthening our research status in many ways. The Department of Research and Development, which was established by Global College in August 2018, has education, research, and social promotion, as its main goals. The mission of this department is to support the academic staff in terms of their development and production of research work. This department helps our academic staff to improve their research work, publish articles, and participate in international conferences. The objectives of the Department are: ▪ Promoting a plan for the development of academic staff ▪ Encourage the academic staff to develop research towards their teaching subject ▪ Presentation of research proposals at local and/or international conferences ▪ Support the involvement of the academic staff in national and/or international professional organizations active in their field of expertise The department operates in an autonomous environment, with the financial and technical support of our Institution. For this purpose, the amount of €25000 has been approved for the period September 2023 - August 2024. To date, the department has organized a significant number of seminars and conferences [both face-to-face and online] with the participation of our academic staff and students, while several conferences were held in the form of an open discussion, with the participation of the public. The four (4) more recent conferences /workshops organised by the department, in the field of Security, are: ▪ **May and June 2023:** A number of trainings were organized under the auspices of the National Stewarding Committee [as provided by the current Legislation] under the guidance of trainers and staff of the Security Management programme. The training involved about 200 stewards and security officers of sports venues from all over Cyprus. ▪ **January 2023:** Conference: Sports grounds safety management - Protocols and procedures ▪ **February 2022:** A conference was organised on Anti-terrorism and Security: The contribution of Cyprus Police through the years. ▪ **January 2022:** A conference was organized in collaboration with the GSP Stadium on *"The organization of sports events based on the new security protocols"* with the participation of more than 120 people and with key speakers, the academic staff of the Security Management program. The personal development of our academic staff is also something that we invest in. Considering the recommendation of the EEC, the Department of Research	Choose level of compliance:

and Development is planning to organise and provide a series of training courses to all the academic staff, to further enhance the English language and their digital skills. We agree that this will ultimately have a positive impact on our staff, the students, and the programme as well.

Expanding international relations in the security industry involves building partnerships, fostering collaboration, and establishing trust with other countries and organisations. Again, this needs good planning. We are considering various ways to achieve this, and we have reached a three-pillar plan to develop our strategy.

- **Collaborate on Research and Development**: Partner with international organizations, research institutions, and industry leaders to collaborate on research and development projects in the security sector. This can lead to the development of innovative solutions and technologies to address common security challenges.
- **Participate in International Forums**: Attend and actively engage in international security forums, conferences, and summits. These platforms provide opportunities to network with stakeholders from different countries and exchange ideas on security challenges and solutions.
- **Joint Training and Exercises**: Collaborate with international partners on joint training exercises and simulations to enhance interoperability and readiness. This not only strengthens relationships but also improves coordination during security operations.

By implementing these strategies, we believe we could expand our international relations in the security industry and work collaboratively to address common security challenges on a global scale.

The programme's strength lies in its thoughtful course material and teaching staff support, creating a welcoming learning environment. To further enhance the student experience, it is recommended to integrate more diverse reading materials and practical lessons, addressing specific language needs and emphasising digital skills relevant to the security industry.	All three requests voiced by our students and recommended by the EEC are valid and can be implemented and adopted without changing the programme's structure. Further from the compulsory course DSM 105 English Language in the first Semester, we added the elective course DSM 424 - English Language II [*see Appendix 5*], to allow students to enhance their English. Additionally, the academic staff is instructed to apply and promote English terminology in their lectures and notes. The programme offers DSM 418 - Internship as an elective course. This has proven to be adequate, considering that most students work full-time in the industry. However, to satisfy their recommendation, we can enrich the general curriculum and incorporate practical lessons in various weekly sessions. This does not affect the programme's structure, but only the teaching methodology in several security-themed courses. This recommendation is satisfied with the addition of the elective course DSM 423 - Cyberspace and Crime [*see Appendix 1*]. Overall, the programme provides an adequate number of courses that emphasise digital skills:	Choose level of compliance:

	▪ DSM 104 - Computers ▪ DSM 208 - Introduction to Information Security ▪ DSM 423 - Cyberspace and Crime	
A VPN infrastructure should be installed in order to facilitate student access to online library services remotely.	According to the information received from our IT Department, we currently use Cisco IPsec VPN for Admin teams and faculty members. Students use this only after a request. We haven't seen a lot of demand for accessing the library yet, however, we will adopt the EEC's suggestion, and offer [and inform] this option to the students. Students will need to download our VPN client software which allows access to a shared NAS [just for students using our plex media server and TrueNAS with additional FTP access and SMB].	Choose level of compliance:
The EEC recommends providing online students with continuous assessment throughout the course by integrating the weekly interactive activities in the assessment model contributing to the final grade. This approach will help ensure that students remain continuously engaged in the e-learning process.	Implementing further ongoing assessments throughout the semester is an excellent strategy to support continuous learning. **Although this is the current practice, we have informed our teaching staff to consider applying various forms of assessments** such as mid-term exams, mini quizzes, assignments, projects, presentations, or discussions. Specifically, we guide them to have a variety of the following: **Mini Quizzes:** Administer short quizzes regularly, such as weekly or bi-weekly. These quizzes can focus on specific security topics or concepts recently covered in class. They should use them as formative assessments to gauge student understanding and identify areas that may need additional reinforcement. **Assignments:** Assign regular problem sets to reinforce security concepts learned in class. They could provide timely feedback on assignments to help students understand their strengths and areas for improvement. **Projects:** Assign projects that require students to apply their knowledge to real-world security scenarios or solve complex problems. Break down larger projects into smaller milestones with checkpoints throughout the semester. They should provide opportunities for students to present their projects to the class, fostering communication and presentation skills. **Presentations and Discussions:** Incorporate presentations or group discussions into their classes to encourage active participation and critical thinking. They should assign topics related to the course material and have students present their findings or lead discussions. Also, they should encourage peer feedback and constructive criticism to promote collaboration and learning from each other. **Online Tools and Platforms**: Utilize Moodle for administering quizzes, assignments, or discussions. The LMS can provide instant feedback to students and streamline the grading process for instructors. By incorporating a variety of ongoing assessments throughout the semester, they create a more dynamic learning environment that supports continuous engagement and growth for their students.	Choose level of compliance:

The EEC also recommends providing clear guidance in the study guides on the relevant sections of the compulsory volumes to study, along with the recommended study time, to make the course readings more manageable while helping students plan their study effectively.	By default, we need to identify and suggest some required textbooks for each course. These textbooks cover in great volume the various topics and weekly sessions. However, students do not rely on these textbooks, nor are forced to read the entire book or study only from that book. The lecturers provide for every weekly session course lecture notes, individual readings, articles, and other educational material related to the topic. Students use this material to study. However, there is always room for improvement, consequently, we have informed our teaching staff, to start adding to the Course Brief given to the students at the beginning of each semester, an outline of contents [in the form of a table], showing the recommended readings per week [with book pages, chapters, articles, etc.].	Choose level of compliance:

C. Higher Education Institution academic representatives

Name	Position	Signature
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Click to enter Name	Click to enter Position	
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Click to enter Name	Click to enter Position	

Date: 12.05.2024