

Doc. 300.1.1

Date: Date.

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

- **Higher Education Institution:**

Cyprus College

- **Town:** Limassol

- **School/Faculty (if applicable):** School/Faculty

- **Department/ Sector:** Department/Sector

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

In Greek:

Πληροφορική

In English:

Computer Science

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

- **Programme's status:** Choose status

- **Concentrations (if any):**



In Greek: Concentrations
In English: Concentrations

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

A. Introduction

This part includes basic information regarding the onsite visit.

Due to the Covid-19 pandemic, this External Evaluation Committee (EEC) visited the Cyprus College in LIMASSOL, and met with faculty members, staff and students remotely and online to evaluate the Computer Science (4 Years Full Time or 8 Years Part Time), BSc Programme on May 11th, 2022. The visit was arranged and facilitated by Natasa Kazakaïou, the Agency of Quality Assurance and Accreditation in Higher Education representative. Before the online visit, the EEC members were provided with relevant program documents and videos to review.

During the online site visit, the EEC had a series of informative and constructive discussions with teaching and administrative staff and students to learn about the Cyprus College and the Computer Science degree program under evaluation. The EEC received a number of presentations about the visions and plans for the Cyprus College and Faculty, as well as the degree curriculum and the teaching environment that support the Computer Science Bachelor programme. Among many faculty members the EEC met, they include Christos Vaganas (director), Georgios Pallaris (member of Teaching Staff), Kyriakos Pallaris (Administrative Head), Panikos Kanakis (Member of Teaching Staff), Dr. Christos Yiallouras (Instructor), Mikaella Alexandrou (Administrative Support), Maria Panagiotou (Librarian), George Koutsoudis (IT) to name some of them. The EEC also met current students Stylianos Markellos, Christou Andreas, and Antoniou Pavlos who provided their first-hand experiences of the program. Free-flow discussions with administrative staff also gave the EEC members a valuable opportunity to appreciate the support and student services provided to students and dedication of the staff members.

In addition to the online site visit, a full description and details of the Computer Science Bachelor degree programme in the document entitled “Application for Evaluation – Accreditation Program of Study” were made available to the EEC. The EEC acknowledged with thanks to the Cyprus College colleagues for providing the requested documentation. Faculty and staff members provided candid and unreserved answers to all questions raised by the EEC. All in all, the EEC found that the Cyprus College has provided comprehensive documentation and information for this evaluation process. The EEC would like to express its gratitude to the Cyprus College colleagues for their efforts in accommodating and facilitating this evaluation of the Computer Science program of study.

The specific findings and suggestions for further improvement from the EEC are provided in the rest of this report.



B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Letizia Jaccheri	Professor	Norwegian University of Science and Technology
Dimitrios Pezaros	Professor	University of Glasgow
Nik Bessis	Professor	Department of Computer Science, Edge Hill University
Ioannis Zapitis	Electronics and Computer Engineer	Cyprus Scientific and Technical Chamber (ETEK)
Valentinos Pariza	Student	University of Cyprus

C. Guidelines on content and structure of the report

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

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

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

Sub-areas

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

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *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*

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*
 - *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)*

- o *is designed so that it enables smooth student progression*
- o *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- o *defines the expected student workload in ECTS*
- o *includes well-structured placement opportunities where appropriate*
- o *is subject to a formal institutional approval process*
- o *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*
- o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- o *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*
- o *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - o *selection criteria*
 - o *intended learning outcomes*
 - o *qualification awarded*
 - o *teaching, learning and assessment procedures*
 - o *pass rates*
 - o *learning opportunities available to the students*
 - o *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - o *key performance indicators*
 - o *profile of the student population*
 - o *student progression, success and drop-out rates*

- o *students' satisfaction with their programmes*
 - o *learning resources and student support available*
 - o *career paths of graduates*
-
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***



- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

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

The bachelor programme in Computer Science is offered in Greek language. This bachelor programme is designed based on the European Credit Transfer System (ECTS). In its current form, which is offered since 2015-2016, the programme is equivalent to 240 ECTS credits. The program has been evaluated and accredited before.

The programme has an intake of 20 students per year supported by 14 teachers, most of them working part time for the Cyprus College. In general, the degree program is dominated by local students. The fact that most of the teachers are part time makes it difficult to organize development activities at teacher level.

The programme covers the breadth of the computer science subject. The learning outcomes include preparation of the students for their professional careers in industry, government and other bodies with the skills and knowledge needed to develop, configure, and install secure software, conduct market research and communicate with stakeholders.

Each course is well described with Course purpose and objectives learning outcomes Course content, teaching methodology Assessment and bibliography is provided for each module. The bibliography of the courses is in general up to date but for some courses updates must be performed. The programme offers some fundamental courses (see Programming Principles, Systems Analysis and Design, Software Engineering, Algorithms, Computer Graphics, Data Structures & Algorithms, Algorithms, Theory of Computation and some specialized ones which are technology specific (see for example Web Programming, Smartphone Programming). The programme does not provide courses which include cooperation with the IT industry nor courses which are directed to address social and environmental goals (see the United Nation goals).

The admission rules state that applicants must have completed a secondary (high) school education or twelve years of schooling or the equivalent to be considered for admission.

The programme has identified a target audience in the local region, which is a useful contribution to the local community, but it limits growth prospects.

Learning methods include lectures, individual work and recently the teaching team has invested in a maker space to experiment with creative and maker activities as a learning arena.

Regulations and Procedures for Quality Assurance for the program of study are well defined and have been clearly presented during the visit. The Cyprus College has appointed an internal quality committee which works with the continuous improvement of the quality of the programs at all levels. The committee is responsible for preparing internal reports of the institution which include the systematic data collection from students, administration and faculty. The procedures include student evaluation that is completed by the students during the semester for each course and student satisfaction survey that takes place every year in which students evaluate the program based on specific criteria.

The Cyprus College has in place initiatives to widen participation such as A Special Committee for Students with Special Educational Needs and a counseling center providing psychological and counseling services in Cyprus College Limassol.

Strengths

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

- The programme is designed to cover the breadth of the computer science subject.
- A makerspace has been developed as an innovative learning space.
- the college has supported the critical mass by recruiting and nurturing the community of students in the local region.
- There are in place initiatives to widen participation

Areas of improvement and recommendations

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

Notable areas for the improvement of quality assurance processes, include:

- lack of second marking and moderation process,
- limited evidence of a systematic provision for staff development and induction,
- limited evidence of a systematic academic mentoring.
- global vision for growth
- align program to industry and global trends
- high new people to widening participation, initiatives in the local community, look at the UN goals

In the following paragraph, the EEC provides specific feedback for improvement:

- Correct typos on the certificate template:
 - ο 'Στη Πληροφορική' -> Στην Πληροφορική
 - ο 'Τετραετής Κλάδος Σπουδών' -> Τετραετής Κύκλος Σπουδών
- Ensure all course bibliography remains up to date and there exist references published within the most recent 5-year period - e.g. modernise Management Information Systems bibliography from 1980s, HCI bibliography from 1993, etc.
- Ensure bibliography is complete (all items to include year of publication, edition number, etc.) and captured consistently across courses
- Consider rebranding some courses (e.g. Systems Analysis and Design, Smartphone Programming) to capture the course content under a timely and topical heading - for example, Requirements Engineering, Systems Engineering, Mobile Application Development, etc.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Partially Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

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

Sub-areas

2.2 Process of teaching and learning and student-centred teaching methodology

2.3 Practical training

2.4 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.*

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.*

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.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*

- *Do students' assessments correspond to the European Qualifications Framework (EQF)?*
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

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

Organisation of teaching on the programme is based on the European Credit Transfer System (ECTS) and is equivalent to 240 ECTS (120 Credits) at the Bachelor of Science (BSc) level, and has been offered since 2017. Each taught module in the course is allocated 6 ECTS while the 'Senior Project' is allocated 12 ECTS. The programme aims to provide high quality education that covers the breadth of the subject to students interested in pursuing a BSc level degree in Computer Science.

The structure and material of the courses comprising the programme of study is governed by the Cyprus College internal Quality Assurance handbook and processes, and is overseen by the Programme Coordinator. The External Evaluation Committee (EEC), having examined all the relevant documentation submitted as part of the application for evaluation – accreditation and has subsequently met with:

- The Director of Cyprus College
- The Administrative Head of the Programme
- The Programme Coordinator
- Teaching staff on the Programme
- Students enrolled in the Programme

concludes that there is detailed and sufficient information for the programme, the contents of each course, and all curriculum details, and in alignment with the discipline of Computer Science at the level of BSc. The courses are aligned with the demands of the relevant industry internationally, and minor revisions to specialism subjects would bring the curriculum fully up to date with the latest developments in the discipline.

Teaching is supported by the Moodle and Blackboard platforms, where all materials, announcements, and assignments are being posted, while also supporting the electronic submission of formative and summative assessment, and checking for plagiarism.

The teaching materials cover the breath of Computer Science including courses on theoretical aspects of Computer Science, Algorithms and Data Structures, Programming and Software Engineering, Computer (Systems) Organization and Networking, even though the Intended

Learning Outcomes (ILOs) seem to focus more on the vocational aspects of the curriculum (cf suggestions for improvements).

There is sufficient technical and laboratory infrastructure to support the practical work and assessment of the students, including substantial virtualisation and Cloud infrastructure (including AWS and MS Azure subscriptions), as well as dedicated hardware Laboratories to support 3D printing and additive manufacturing and microprocessor experimentation.

Each course in the programme has assessed practical and participatory components which facilitate student-centred learning in synchronous group (through Blackboard Collaborate platform) and individual projects, and through the entire class while practical activities are guided/supervised by the course coordinator while students take an active role in the learning process. Collaboration between teachers and students (and among students) is facilitated by online forums while in-class collaborative activities among students are during the face-to-face sessions (as demonstrated by the recorded lecture material observed by the EEC).

The assessment breakdown and % weights of different components of assessment are described explicitly for each course and follow the guidelines found in the course outlines and according to the Cyprus College Quality Assurance processes.

Formative assessment of the courses is based on submitted mid-term assignments with the provision of personalised feedback bearing variable weighing of the final grade depending on the course while summative assessment is based on a mandatory final exam bearing most of the assessment weight.

Strengths

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

- The provision of personalized feedback in the submitted assignments and during the guided sessions are considered best practices. In addition, the EEC recognises the many benefits of collaboration among students promoted by in-class collaborative activities and discussions (participation).
- The personalised monitoring of students' progress after admission to the programme, and the personalised support offered to students who find the programme challenging.
- The special committee for Students with Special Educational Needs which is appointed by the University and functions on the basis of "Internal Regulations" (Internal Regulations for Students with Special Needs) to provide support in accordance to the Law of Education of Students with Special Needs and relevant Regulations (N.113(1)99)).

Areas of improvement and recommendations

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

- To revise the programme's Intended Learning Outcomes (ILOs) to include more of the scientific aspects of the degree in Computer Science, which are covered by the courses. For example, computational thinking, abstraction, programming in different environments and languages, etc.
- To modernise the curriculum through considering courses in Artificial Intelligence, Machine Learning, Data Science, and Cybersecurity, and consider engaging external consultation.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

3. Teaching staff (ESG 1.5)

Sub-areas

3.1 Teaching staff recruitment and development

~~3.2 Teaching staff number and status~~

3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

~~3.2 Teaching staff number and status~~

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

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

The EEC considered the submitted documentation and met with staff to understand the clarity and fairness of the approach on how the Cyprus College (Lemesos) recruits, appoints, inducts and supports academic staff in delivering high quality teaching, research and student experience.

Across the programme, there are currently 3 full-time permanent faculty staff, 1 part time staff and 9 non-tenured visiting staff whose contracts are subject to renewal on a yearly basis. A couple of staff are having a PhD or currently registered for one. One of non-tenured staff is female. With an annual intake of about 20 students, the student-staff ratio is healthy however, the critical mass of both permanent staff and students is quite low. It is recommended that a growth strategy shall be

developed as a way to enable the appointment of more staff being PhD holders and whose their research activity is current and consistent to the programme of study.

The recruitment and selection procedure is been described in the documents in a robust manner and it seems fair and clear. It has been observed that there is a gender imbalance and while it is typical for STEM subjects it is recommended for an EDI (Equality, Diversity, Inclusion) strategy to be developed. Non-permanent staff are not offered neither a probation or mentoring opportunity, while permanent staff during the employment period have to undergo an annual performance evaluation review and all staff (both permanent and non-permanent) are having a discussion with the programme director about their course delivery requirements. There are clear criteria for different teaching ranks (professor, associate professor etc) and clear guidelines for progression and promotion. These opportunities are available for permanent staff only.

The College offers some central procedures to support staff induction and staff development, however, these are not offered in a systematic way. For example, there is no mentoring or a training activity menu such as teaching certification, GDPR, diversity, UN initiatives (sustainable development goals) etc. The EEC felt that for a college, aspiring to grow both in terms of national and international recruitment, must offer a menu for staff development.

The CVs of existing staff demonstrate quite reasonable evidence of appointed academic staff having some relevant teaching experience in relevant institutions. Research expertise and publication records are relevant and consistent to the programme of study. However, not all staff are research active neither the college expects them to be. The college do not offer support for research neither financial or time allocation. This had led college staff having full teaching workloads (i.e. 18 hours).

There is a student evaluation survey however, it is not clear how student feedback is being used. There are uses of teaching and observation peer review procedures.

Strengths

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

- Research active staff have appropriate profiles for the courses they teach
- There are uses of teaching and peer review procedures

Areas of improvement and recommendations

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



- The college must offer a menu of staff development opportunities; these could incorporate the Sustainable Development Goals of the UN's Agenda 2030 (climate action, well being, gender equality, etc) to take action for a more sustainable world
- The college should introduce an EDI strategy promoting a growth widening participation approach to help with the integration of under-represented communities to its staff and student population
- The college should invest in a a growth strategy that will lead to regular revision and long term sustainability of the programme
- Student aggregated feedback should be used in the programme development



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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Partially Compliant
3.3	Synergies of teaching and research	Partial 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*

- o *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

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

You may also consider the following questions:

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

Findings

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

There are predefined regulations governing student admission and progression in the programme, and these are publicised in advance on the programme's webpages. Students are admitted based on their secondary education graduation certificate, and their progress is closely monitored during the first few months in the programme. Currently, the programme has ca 20 students enrolled and projections on future student admissions are used to inform staff growth in order to ensure adequate staff-student ratios.

Student examination and progression is based on midterm and final (semester) exams, while assessed coursework contributes to the overall grade at variable weights in each course.



Assessed coursework can comprise a variety of exercises including quizzes, group projects, individual assignments, and hand-on projects.

Student mobility is supported through the recognition of partial credit based on courses completed while in the programme, while degree qualification (certificate) is only awarded to students who successfully complete the entire programme.

The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.

Credits for courses which have an equivalency at Cyprus College are accepted when earned with a C or better grade in a college level institution or program with admission standards analogous to those observed by Cyprus College.

The committee has observed that although the number of students in the program is relatively small, it is supported adequately, and has available all necessary facilities.

Strengths

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

Students completing the program receive recognition through the accreditation process by national and international bodies, including the Technical Chamber of Cyprus (ETEK), which is the engineering regulatory body in Cyprus.

The contained class sizes promote a personalised approach to teaching, progress monitoring, support, and student welfare, all tailored to individual student needs.

Class participation activities bearing credit counting towards successful course completion encourage students to attend and engage with the course on a regular basis.

Student feedback is collected at the end of each course and considered by the programme coordinator and the College Quality Assurance committee, and suggestions for improvements are considered by the Programme Coordinator.

Areas of improvement and recommendations

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

The EEC invites Cyprus College's Quality Assurance team to liaise regularly with the Programme Director to improve internal processes to achieve:



- Continuity of the courses as these evolve: make sure that each course has a defined syllabus that builds on previous courses and advances the knowledge of the students into the specific subject.
- Assessment is consistent and streamlined across courses: Each course having its own components of assessed coursework and exams bearing different weights makes it challenging to ensure that the level of challenge and effort required by the students is consistent across courses and in accordance with the credits of each course.
- Information governing the processes in which students can liaise with the Programme and the College's team(s) are publicized and followed, for example explaining how students can raise good cause claims for coursework, exams, etc.; to know how they can appeal decisions of the College; etc.
- The department may consider developing an action plan leading to an increasing number of students, something that would be beneficial in many ways, such as the availability of a larger number of available electives, and especially the long-term sustainability of this program.

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

Sub-area	<i>Non-compliant/ Partially Compliant/Compliant</i>
4 Student admission, processes and criteria	Partially 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.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*

- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

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

Students are offered adequate and readily accessible teaching and learning resources. These resources support the study programme on a face-to-face delivery, are scalable to changing circumstances, and fit for purpose. Resources are mainly open source based and students are offered a copy of Microsoft 365. During covid-19 staff delivered their theoretical sessions online. Practical sessions were postponed and delivered on a face-to-face fashion soon after the covid-19 lift.

The modes of teaching and learning seem flexible and student-centered. Students seem to be informed about the above resources. The library has a dedicated budget and there is a plethora of printed textbooks and online subscription services including the IEEE, ACM and Wiley libraries. Physical facilities such as labs and classrooms are also well maintained.

There is sufficient evidence of human support, in the form of academic advisors, student counselling, and student affairs, e.g. for recruitment, internships, student complaints, and so on. These human resources are fit for purpose, and scalable to changing circumstances. Mobility within and across higher education is supported. Students are informed about the above resources. Both administrative and teaching staff seem flexible, approachable, and willing to help.

Strengths

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

- Plethora of printed book titles and online subscription services such as IEEE, ACM and Wiley libraries
- Administrative and teaching staff seem flexible, approachable, and willing to help

Areas of improvement and recommendations

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

- Develop an infrastructure to support delivery of practical curricula online.
- The evaluation committee recommends periodic review of the program by taking into consideration feedback from academic staff, students, external local industry experts and professional bodies.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5	Teaching and Learning resources	<i>Compliant</i>
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.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

Findings

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

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

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

Click or tap here to enter text.

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



Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

D. Conclusions and final remarks

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

Click or tap here to enter text.

E. Signatures of the EEC

Name	Signature
Letizia Jaccheri	
Dimitrios Pezaros	
Nik Bessis	
Ioannis Zapitis	
Valentinos Pariza	

Date: 22.05.2022