

Doc. 300.1.3

Date: Date

# Feedback Report from EEC Experts

- **Higher Education Institution:** CYPRUS COLLEGE
- **Town:** LIMASSOL
- **School/Faculty:** School/Faculty
- **Department:** Department/Sector
- **Programme of study under evaluation Name (Duration, ECTS, Cycle)**

**In Greek:**

ΠΛΗΡΟΦΟΡΙΚΗ (4 Έτη Πλήρους Φοίτησης ή 8 Έτη Μερικής Φοίτησης, Πτυχίο, 240 ECTS)

**In English:**

COMPUTER SCIENCE (4 Years Full-Time or 8 Years Part-Time, Bachelor, 240 ECTS)

- **Language(s) of instruction:** GREEK
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

**In Greek:** Concentrations

**In English:** Concentrations



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

## 1. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Letizia Jaccheri</b>	Professor	Norwegian University of Science and Technology
<b>Dimitrios Pezaros</b>	Professor	University of Glasgow
<b>Nik Bessis</b>	Professor	Edge Hill University
<b>Name</b>	Position	University
<b>Name</b>	Position	University
<b>Name</b>	Position	University



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

*The EEC based on the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) and the Higher Education Institution's response (Doc.300.1.2), must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*

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

### EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
Lack of second marking and moderation process	<p>First of all, we would like to thank the EEC for its constructive suggestions in the context of the re-accreditation of the Bachelor of Science BSc Computer Science of Cyprus College Limassol.</p> <p>We also agree with the EEC's recommendation for the need of audit marking. For this reason, the Quality Assurance Committee, approved on the 5th of July 2022 that 20% of all exams will be blindly doubled-marked for all courses. Currently we have another teaching staff that shares the same expertise to do that. In the case of major discrepancy (more than 5 points) between the instructor's evaluation and the re-evaluation that requires a change of grade, the average of the two evaluations will be assigned as the final grade. (The minutes of the decisions are attached ANNEX 1):</p> <p>Additionally, we would like to point out that in the case where a student believes that her/his grade is different from what was expected, s/he has the right to appeal against the grade by filling a petition at the Office of the Registrar, within a period of four weeks from the date the results are announced. The registrar forwards the petition to the Program Coordinator (Chairperson) of the Program of Study. The Program</p>	Compliance

	<p>Coordinator first checks that the instructor made no errors, and then s/he assigns an anonymous re-evaluation of the final exam to another instructor. In case of a major discrepancy between the instructor’s evaluation and the re-evaluation that requires a change of grade, the average of the two evaluations will be assigned as the final grade to the final examination/project.</p>	
<p>Limited evidence of a systematic provision for staff development and induction &amp; Limited evidence of a systematic academic mentoring</p>	<p>The Quality Assurance Committee, agreed on the 5th of July 2022 the following (The minutes of the decisions are attached ANNEX 1):</p> <ol style="list-style-type: none"> <li>1. Establishment of yearly “Induction Seminar/Session” for College’s new staff to orient them with culture of the organisation. This Induction will include a general introduction to the work of the college and the role of the specific post. Where appropriate it should include a discussion of development needs and opportunities. An induction pack among the “Teaching Personnel Handbook” will be given to all participants to guide induction training.</li> <li>2. Establishment of a 35-hour Faculty Development Program (FDP) which will be offered in three parts in September, January and June every year. The content of the program will focus on various aspects on teaching and learning in higher education and upon its completion participants are granted a certificate of attendance and participation. The FDP will be annually revised based on the feedback</li> </ol>	<p>Compliance</p>

	<p>provided by participants and consideration will be made for the external accreditation of the program as a Graduate Certificate in Higher Education Teaching.          Choose an item.          4          3. Offer both Full-Time and Part-Time Staff, the opportunity to submit research proposals for funding under their Cyprus College affiliation.          4. Offer Part-time staff to act as supervisors on the final year thesis of undergraduate research projects, which will enable them to work within their research fields and produce publishable work. In other words, our part-time staff, while working at the Cyprus College are provided with opportunities to advance their careers and enhance their CVs at the same time.          5. Establish a “Mentoring Scheme” to promote a synergetic, purposeful conversation and reflection on experience amongst all instructors. In particular the “Mentoring Scheme” will ensure that newly hired part-time academic staff are provided with all the necessary information and support once they commence their cooperation with the College and throughout their collaboration.</p>	
<p>Global vision for growth</p>	<p>As the EEC has identified, and the organization agrees too, the “Global Vision” is imperative for ensuring growth. The attraction of international students is a strategic goal, and the Computer Science</p>	<p>Compliance</p>

	<p>degree is a top candidate for this purpose.</p> <p>The Quality Assurance Committee, agreed on the 5th of July 2022 to study thoroughly the prospect of introduction of “English” language, in the next re-accreditation, as an additional language of instruction which is of great importance in attracting international students. (The minutes of the decisions are attached ANNEX 1):</p>	
<p>Align program to industry and global trends</p>	<p>The program has been updated/revised further to be aligned to industry and global trends by introducing three new courses:</p> <ul style="list-style-type: none"> <li>• Data Mining and Machine Learning</li> <li>• Artificial Intelligence</li> <li>• Introduction to Cybersecurity (Course Syllabi Attached ANNEX 7):</li> </ul>	<p>Compliance</p>
<p>High new people to widening participation, initiatives in the local community, look at the UN goals 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)</p>	<p>The introduction, in the new program of study, the course of “CIP400 Practical Training”, aims to strike up active collaborations with the IT industry giving our students a learning experience related to working under real working conditions, applying at the same time the knowledge gained from the various courses in real conditions.</p> <p>In addition, the organization would benefit from the industry’s feedback and guidance on enhancing and expanding our program of study, where at the same time we will strengthen existing partnerships with various companies in relation to our student’s career prospects.</p>	<p>Compliance</p>



	<p>Furthermore, our strategic initiative to establish the first ever “Makerspace” in Cyprus private Tertiary Education, which appraised by EEC during the meeting, targets in:</p> <ul style="list-style-type: none"><li>a. Strengthening the Bridge Between Academic and the Industry, through authentic learning and real-life problem-solving projects.</li><li>b. Address social and environmental goals by utilizing the findings of many researchers on “How can maker spaces boost sustainability and help build a wellbeing economy” (DOTS Conference, 2019), such as:<ul style="list-style-type: none"><li>i. Make things that make sense: Create products and solutions that solve fundamental, real-world problems.</li><li>ii. Integrate Local Knowledge: Design with the community, leveraging on local knowledge and experience, as well as the local resources &amp; assets available.</li><li>iii. Include Ecosystem Services: Aim to give back more than you take from the environment and include accounting practices that value the natural resources used.</li><li>iv. Build for Continuity: Design for the present and future; build social capacity &amp; aim for financial self-sufficiency.</li><li>v. Share How You Make: Develop a set of</li></ul></li></ul>	
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	guidelines that provide a framework for openly documenting everything about the making of the project.	
Correct typos on the certificate template: ο ‘Στη Πληροφορική’ -> Στην Πληροφορική ο ‘Τετραετής Κλάδος Σπουδών’ -> Τετραετής Κύκλος Σπουδών	The typos have been corrected. (The certificate is attached ANNEX 2)	Compliance
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	The bibliography has been updated throughout all syllabi with new books and/or latest editions. (Updated Course Syllabi attached ANNEX6)	Compliance
Ensure bibliography is complete (all items to include year of publication, edition number, etc.) and captured consistently across courses	The bibliography has been updated throughout all syllabi including year of publication, edition number etc. (Updated Course Syllabi attached ANNEX6)	Compliance
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.	The courses, CMP205: Systems Analysis and Design and CMP325: Smartphone Programming have been revised entirely as per EEC’s recommendation. (Updated Course Syllabi attached ANNEX6)	Compliance
The fact that most of the teachers are part time makes it difficult to organize development activities at teacher level	The decisions of the Quality Assurance committee on 5th of July 2022 aim to provide additional professional development incentives to part-time teachers, that will benefit both teachers and the College. (The minutes of the decisions are attached ANNEX 1): In addition, we will continue and establish the use of hybrid meetings (Face to Face and Web Meetings) as it has proven to be very helpful and productive in organizing development activities at any level, especially with Guest Lecturers.	Compliance

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

### EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
<p>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.</p>	<p>The programme's Intended Learning Outcomes (ILOs) have been revised so that they conform linearly with the scientific aspects of the degree in Computer Science, as per EEC's recommendation.            (Revised Intended Learning Outcomes attached ANNEX8)</p>	<p>Compliance</p>
<p>To modernise the curriculum through considering courses in Artificial Intelligence, Machine Learning, Data Science, and Cybersecurity, and consider engaging external consultation</p>	<p>Based on EEC's constructive suggestions the curriculum has been significantly modernized.</p> <p>The following courses have been added to program of study:</p> <ul style="list-style-type: none"> <li>• Data Mining and Machine Learning</li> <li>• Artificial Intelligence</li> <li>• Introduction to Cybersecurity</li> <li>• Introduction to Robotics</li> </ul> <p>In addition, as per EEC's recommendation for modernizing the Program of Study, we revised entirely the courses</p> <ul style="list-style-type: none"> <li>• CMP205: Systems Analysis and Design</li> <li>• CMP325: Smartphone Programming</li> </ul> <p>(You can find attached:            ANNEX 3: Updated Structure of the Program of Study            ANNEX 4: Updated List of Compulsory and Elective Courses            ANNEX 5: Updated Course Distribution Per Semester</p>	<p>Compliance</p>



	ANNEX 6: Updated Courses Syllabi ANNEX 7: New Courses Syllabi	
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### 3. Teaching staff (ESG 1.5)

#### EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
<p>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</p>	<p>The Quality Assurance Committee, agreed on the 5th of July 2022 the following (The minutes of the decisions are attached ANNEX1):</p> <ol style="list-style-type: none"> <li>1. Establishment of a 35-hour Faculty Development Program (FDP) which will be offered in three parts in September, January and June every year. The content of the program will focus on various aspects on teaching and learning in higher education and upon its completion participants are granted a certificate of attendance and participation. The FDP will be annually revised based on the feedback provided by participants and consideration will be made for the external accreditation of the program as a Graduate Certificate in Higher Education Teaching.</li> <li>2. Offer both Full-Time and Part-Time Staff, the opportunity to submit research proposals for funding under their Cyprus College affiliation.</li> <li>3. Offer Part-time staff to act as supervisors on the final year thesis of undergraduate research projects, which will enable them to work within their research fields and produce publishable work. In other words, our part-time staff, while working at the Cyprus College are provided with opportunities to advance their</li> </ol>	<p>Compliance</p>

	<p>careers and enhance their CVs at the same time.</p> <p>Furthermore, the College allows and desires its Staff to participate in research projects that could incorporate the Sustainable Development Goals of the UN's Agenda 2030, such as climate action, well-being, and gender equality.</p> <p>For example, our instructor, Mr. George Pallaris is Research Associate in Erasmus+ Project, titled FeSTEM Female Empowerment in Science, Technology, Engineering and Mathematics in Higher Education, which aims to promote an innovative method and pedagogy that will allow higher education students to use traditional and computationally rich media to create meaningful, shareable exhibits that will act as mentoring models for encouraging girls and women to remain active in STEM.</p>	
<p>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</p>	<p>Cyprus College considers the adoption of policies that promote diversity, inclusiveness, equality and cooperation within its community of students and staff a necessary prerequisite for success in education.</p> <p>Consequently, as affiliates with the European University Cyprus (EUC), we participate in the common "Gender Equality Plan 2022-2024", where we adopt policies that promote diversity, inclusiveness, equality and</p>	<p>Compliance</p>

	<p>cooperation within our community of students and staff.</p> <p>In Particular:</p> <p>a) Gender balance in leadership and decision-making:</p> <p>In the current academic year (2021-2022), women represent:</p> <ul style="list-style-type: none"> <li>• 55.5% of the Administrative Staff</li> <li>• 33.3% of Program Coordinators Staff</li> </ul> <p>b) Cyprus College is an equal opportunity employer. Discrimination based on any individual characteristics (e.g. age, colour, gender, disability, marital status, national origin, race, religion and sexual orientation) is prohibited and covers all areas of employment including hiring, promotions, compensation, benefits, education/training, and termination of employment.</p> <p>c) Measures against gender-based violence including sexual Harassment, Cyprus College has clear institutional policies on sexual and other forms of harassment. The behaviour and conduct expected by the College's employees communicated frequently to personnel. A culture of zero tolerance for any kind of harassment is enforced as indicated in the following College's policies:</p> <ul style="list-style-type: none"> <li>• The Sexual Harassment Policy details behaviors constituting harassment, complaint mechanisms, and sanctions and disciplinary measures.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• The Code of Conduct and Ethics sets out principles of integrity and ethical behavior and the staff's responsibilities to each other, students, suppliers, stakeholders, the public and the environment.</li> </ul> <p>d) Staff and Students Wellbeing</p> <p>At Cyprus College we try to adopt a holistic approach to wellbeing in all aspects of life physical, mental and social. We focus particularly on changing attitudes towards mental health issues and offer the support to members of our community who need it. We give emphasis on providing the support to our students and staff to enable them to deal with the challenges in their lives so they can succeed in their studies and their careers.</p> <p>Most importantly we treat everyone with respect and dignity, and we are dedicated to providing a safe and inclusive environment irrespective of origin, religion, gender, culture, or sexual orientation.</p> <p><b>KEPSYPA</b>      Committed to catering to the personal well-being of the Cyprus College community, KEPSYPA was established to provide psychological services (Prevention Assessment-Therapy) to students and staff of Cyprus College.</p> <p>The center operates under the supervision of the Psychology Department of the School of Humanities, Social and</p>	
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	<p>Education Sciences. The center offers professional psychological services to all students and staff, free of charge. Only KEPSYPA staff are involved in this process and anything discussed in the center is treated with the strictest confidence. KEPSYPA offers short-term and long-term one-on-one counselling and psychotherapy. In addition, group therapy is offered, as well as seminars on self-development. Students and staff are encouraged, freely and without any prejudice, to contact KEPSYPA. The most common reasons somebody might contact KEPSYPA are the following: Lack of motivation to attend lectures, learning difficulties, low academic performance, changes in mood and behavior, stress and anxiety, depression, interpersonal or social problems, low self-esteem or self-confidence.</p> <p><b><u>Special Needs Committee</u></b> The Committee for Students with Special Educational Needs (CSSEN) enables students with special needs and learning challenges to receive support to ensure their academic and personal success at the college.</p> <p>The identification of students with academic and other difficulties, takes place after the students' official registration to the College as follows:</p>	
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	<ul style="list-style-type: none"> <li>• During the registration/induction process,</li> <li>• By students' self-referral,</li> <li>• Referral by a College's administrative officer or academic personnel,</li> <li>• Referral by third parties or organizations who have the student's written consent to contact EFEEA.</li> <li>• All students who evidently present with one or more of the following difficulties, are eligible to apply for</li> <li>• academic accommodations and/or support:</li> <li>• Learning difficulties: Reading Disorder (Dyslexia),</li> <li>• Mathematics Disorder (Dyscalculaion),</li> <li>• Expression Disorder, Learning Disorder not otherwise specified, Special Learning Disorder</li> <li>• Attention Deficit Hyperactivity Disorder (ADHD)</li> <li>• Hearing Impairment</li> <li>• Vision Impairment</li> <li>• Movement Disability</li> <li>• Psychological disorders &amp; Emotional Distress</li> <li>• • Health Problems</li> </ul> <p><b><u>Student Support Services</u></b>          Student Support Services at Cyprus College provide a broad network of activities with the involvement of academic and administrative staff. This includes several services such as:</p> <ul style="list-style-type: none"> <li>• Individualized counselling for personal, career and academic matters provided by designated advisors and faculty</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Information on student financial aid programs, scholarships and payment plans</li> <li>• Advice on student placement and internships to learn about career options for their program of study</li> <li>• Exposure to social and cultural events</li> </ul>	
<p>The college should invest in a growth strategy that will lead to regular revision and long term sustainability of the programme</p>	<p>The Quality Assurance Committee, agreed on the 5th of July 2022 (ANNEX1) the establishment of an updated Program Evaluation Review (PER) process, where through of it, we will continuously evaluate our program, with feedback from various parties, such as industry, professional bodies, faculty, and students.</p> <p>The PER process will be an integral part of the College's overall Quality Assurance process. PER encourages excellence in academic programs by aligning teaching and learning, curriculum, and other academic processes and activities with the mission of individual programs, which will ultimately lead to assuring the long-term sustainability of the programme. (PER Process attached ANNEX9)</p> <p>In Regards of Research During the committee, there must have been some misunderstanding regarding the college's research policy. The College supports academic staff, both financially and teaching coursework load reduction.</p>	<p>Compliance</p>

	<p>Research Activities Incentives:</p> <ol style="list-style-type: none"> <li>1. Teaching Hours Redaction (THR) for each research grand (Research project) where a permanent staff participates and the Cyprus College is a partner.</li> <li>2. A THR for permanent staff that attends a PhD program of studies.</li> <li>3. A THR for each 3 journals published in IEEE / ACM / Scopus within 5 years for each permanent staff.</li> <li>4. Established Annual Budget for Open Access publications.</li> <li>5. Presentation of research works of staff in national and international conferences (registration fees travel fees, living costs), where the staff uses affiliation the Cyprus College.</li> <li>6. Proceedings of research work published in reviewed journals of the staff where the staff uses the Cyprus College Limassol as affiliation.</li> <li>7. Organization of national and international workshops and conferences.</li> </ol>	
<p>Student aggregated feedback should be used in the programme development</p>	<p>Student aggregated feedback is used in the programme development as described in Program Evaluation Review (PER) process. (ANNEX 9)</p>	<p>Compliance</p>
<p>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</p>	<p>The Quality Assurance Committee, agreed on the 5th of July 2022 the following (The minutes of the decisions are attached ANNEX1):</p> <ol style="list-style-type: none"> <li>1. Establishment of yearly “Induction Seminar/Session” for</li> </ol>	<p>Compliance</p>

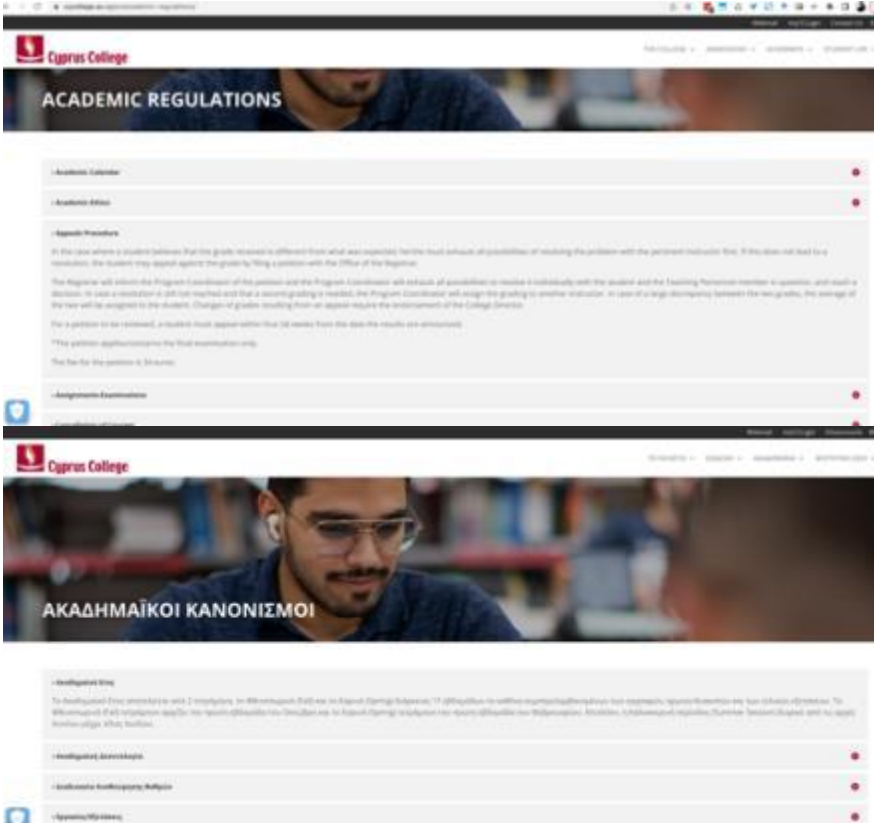
<p>having a discussion with the programme director about their course delivery requirements.</p>	<p>College's new staff to orient them with culture of the organisation. This Induction will include a general introduction to the work of the college and the role of the specific post. Where appropriate it should include a discussion of development needs and opportunities. An induction pack among the "Teaching Personnel Handbook" will be given to all participants to guide induction training.</p> <ol style="list-style-type: none"> <li>2. Establishment of a 35-hour Faculty Development Program (FDP) which will be offered in three parts in September, January and June every year. The content of the program will focus on various aspects on teaching and learning in higher education and upon its completion participants are granted a certificate of attendance and participation. The FDP will be annually revised based on the feedback provided by participants and consideration will be made for the external accreditation of the program as a Graduate Certificate in Higher Education Teaching.</li> <li>3. Offer both Full-Time and Part-Time Staff, the opportunity to submit research proposals for funding under their Cyprus College affiliation.</li> <li>4. Offer Part-time staff to act as supervisors on the final year thesis of undergraduate research</li> </ol>	
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	<p>projects, which will enable them to work within their research fields and produce publishable work. In other words, our part-time staff, while working at the Cyprus College are provided with opportunities to advance their careers and enhance their CVs at the same time.</p> <p>5. Establish a “Mentoring Scheme” to promote a synergetic, purposeful conversation and reflection on experience amongst all instructors. In particular the “Mentoring Scheme” will ensure that newly hired part-time academic staff are provided with all the necessary information and support once they commence their cooperation with the College and throughout their collaboration.</p> <p>6. Establishment of Annual Performance Evaluation Review for both permanent and non-permanent Teaching personnel.</p>	
<p>There is a student evaluation survey however, it is not clear how student feedback is being used.</p>	<p>Student aggregated feedback is used in the programme development as described in Program Evaluation Review (PER) process. (ANNEX 9)</p>	<p>Compliance</p>

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

##### EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
<p>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</p>	<p>The prerequisites and co-requisites for every course have been thoroughly examined (with alterations where needed) to ensure continuity and advancement of knowledge. (ANNEX 6)</p>	<p>Compliance</p>
<p>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</p>	<p>The Assessment has been updated throughout all syllabi, following a consistent and streamlined assessment methodology divided in four (4) parts:</p> <ul style="list-style-type: none"> <li>• Participatiom</li> <li>• Assignments/Group Projects</li> <li>• Mid-Term Examination</li> <li>• Final Examination</li> </ul> <p>(ANNEX 6)</p>	<p>Compliance</p>

<p>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.</p>	<p>The website has been updated with all necessary information, both in English and Greek.          Information governing the processes can be found at <a href="https://cycollege.ac.cy/en/academic-regulations/">https://cycollege.ac.cy/en/academic-regulations/</a>  <a href="https://cycollege.ac.cy/el/academic-regulations/">https://cycollege.ac.cy/el/academic-regulations/</a></p> 	<p>Compliance</p>
<p>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</p>	<p>In consultation with the Marketing and MIS Departments, aiming to enhance Computer Science program branding that will lead to increasing number of students we agreed to the following plan:</p> <ol style="list-style-type: none"> <li>1. Enhance the Makerspace (1st Ever Makerspace in Private Tertiary Education)             <ol style="list-style-type: none"> <li>a) Transfer to a Dedicated Room</li> <li>b) Purchase additional equipment. (Laser Engraver, CNC Carving, +2 3D Printers, Oculus Quest 2, Additional Microprocessors)</li> <li>c) Design dedicated Logo (Trademark)</li> </ol> </li> <li>2. Promote Computer Science program and Authentic Learning through Makerspace.             <ol style="list-style-type: none"> <li>a) Invite students from high schools to experience (Hands-On) Makerspace equipment and the high potential of the Computer Science program.</li> <li>b) b. Promote it in Social Networks and Local Media.</li> </ol> </li> </ol>	<p>Compliance</p>





sustainability of this program		
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## 5. Learning resources and student support (ESG 1.6)

### EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
Develop an infrastructure to support delivery of practical curricula online	In collaboration with MIS Department, we agreed on a specific action plan in regards of delivering practical curricula online, in case of an emergency or unexpected need (e.g. During Pandemic) The delivery of practical curricula will take place by combining "Blackboard Learn online" and "Microsoft Azure Cloud Computer Services" platforms. Blackboard Learn online platform it operates to a high standard and offers an excellent teaching and learning experience where Microsoft Azure Cloud Computer Services platform offers the necessary infrastructure to develop virtual machines where students and instructors can develop and host the necessary environment/frameworks to conduct Web programming, Web Servers, Databases and PHP Programming Language courses.	Compliance
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	Satisfied by the establishment of the updated Program Evaluation Review (PER) process. (ANNEX 9)	Compliance



## 6. Additional for doctoral programmes (ALL ESG)

### EEC's final recommendations and comments on the HEI's response

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## 7. Eligibility (Joint programmes) (ALL ESG)

EEC's final recommendations and comments on the HEI's response

The committee agrees that the feedback has been well received and constructive improvements have been planned.






### 3. Conclusions and final remarks

*The EEC must provide final conclusions and remarks, with emphasis on the correspondence with the EQF.*

#### EEC's final conclusions and remarks

*The EEC approves the proposed actions.*

#### 4. Signatures of the EEC

Name	Signature
Letizia Jaccheri	
Click to enter Name	
Nik Bessis	
Dimitrios Pezaros	
Click to enter Name	
Click to enter Name	

**Date:** Click to enter date

