

**Doc. Number: 300.1.1**

**Cyprus Agency of Quality Assurance and Accreditation in  
Higher Education**

**Republic of Cyprus**

**External Evaluation Report  
Program of Study**

**Institution: Cyprus College Limassol  
Program of Study: Πτυχίο ΠΛΗΡΟΦΟΡΙΚΗΣ**

## TABLE OF CONTENTS

<b>Instructions.....</b>	<b>3</b>
<b>External Evaluation Committee (EEC).....</b>	<b>4</b>
<b>Introduction.....</b>	<b>5</b>
<b>Findings.....</b>	<b>6</b>
<b>Conclusions and Suggestions of the External Evaluation Committee.....</b>	<b>12</b>
<b>Document Number: 300.1.....</b>	<b>13</b>

## **INSTRUCTIONS:**

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 2016” [N. 136 (I)/2015].

**The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.**

**EXTERNAL EVALUATION COMMITTEE:**

<b>NAME</b>	<b>TITLE</b>	<b>UNIVERSITY / INSTITUTION</b>
Nik Bessis (Chair)	Professor	Edge Hill University
Costas Iliopoulos	Professor	King's College
Ioannis Anagnostopoulos	Assoc. Professor	University of Thessaly
Andreas Kyprianou	Dr	ETEK
Georgia Kouti	Student	University of Cyprus

## INTRODUCTION:

### I. The External Evaluation procedure

- Short description of the documents that have been studied, of the on site visit meetings, and of the on site visit to the infrastructures.

The External Evaluation Committee (EEC) met on the 14<sup>th</sup> of June to conduct the external assessment of the BSc (Hons) Computer Science (Πτυχίο ΠΛΗΡΟΦΟΡΙΚΗΣ) at Cyprus College Limassol. The morning of the 15<sup>th</sup> of June 2017, the EEC had a short briefing by Prof. Mary Ioannidou-Koutselini chair of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education at the premises of the Ministry of Education and Culture of the Republic of Cyprus. On June 16 2017, the EEC traveled to Limassol area, the site of Cyprus College Limassol, to perform the assessment. The EEC was accompanied by Mr. Petros Theodosiou, the Agency of Quality Assurance and Accreditation in Higher Education representative.

The EEC received a 45-minutes presentation from the Campus Director Mr. Christos Vaganas and the Coordinator of the programme under evaluation Assist. Prof. Vicky Papadopoulou Lesta on the structure, the teaching and support environment, as well as on the scope of the programme under evaluation.

During the evaluation process, the EEC had access to the following documentation:

- A hardcopy of the presentations
- A copy of 200.1 Application for Evaluation – Accreditation – New Program of Study
- A list of compulsory and optional modules
- A copy of Diploma Supplement
- A sheet of feedback evaluation for staff and modules
- Academic calendar
- An information pack containing:  
College structure, academic regulations, fees, scholarships and support, career centre, student support
- Annual staff performance evaluation and probation form
- Indicative module briefs, handbooks, coursework assessments and exam papers, and a sample of graded assignments.

During the day, the EEC had a series of long and constructive discussions with the Campus Director, the Programme Coordinator, as well as with students, other academic and non-academic members of staff. Finally, a full tour of the campus and its facilities was provided.

*For clarity purposes, in this report, the term “Team” hereafter refers to the Cyprus College Limassol staff who are involved in the programme under evaluation.*

## II. The Internal Evaluation procedure

- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the programme of study under evaluation in particular.

Cyprus College Limassol provided a comprehensive documentation of the programme and samples as mentioned in previous section. The EEC considered all aspects of the submitted documentation. The EEC would like to acknowledge the organizational arrangements.

## **FINDINGS:**

### **1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES**

#### **- Organization of Teaching Work**

The programme under evaluation is offered on a 4-year delivery mode (full time), whilst its modules are available during morning, afternoon and/or evening hours. Lab classes do not exceed cohorts of 20 students which it is considered of a very good practice. There seems that the teaching standards and practices are somehow shared with the European University Cyprus.

The use of the Moodle allows the programme Team to inform staff and students about the academic calendar, programme curricula and its content. There seems to be a lack of grade moderation and annotated feedback commentary at modular and programme levels, which may lead to some discrepancies and variance of practice.

Cyprus College Limassol is supported by up-to-date teaching resources as it is member of the Laureate International Universities network, and therefore the programme Team has access and the flexibility to use established content provided from the network. It will be a great opportunity for the programme Team to take advantage to built up, personalize and develop their own content based on their own expertise, and to be developed research interests.

#### **- Teaching**

There are some good practices in place including use of Moodle and Turnit In, and a range of assessment strategies (coursework, exam papers, lab tests etc.). In addition, it was noted a healthy ratio between teaching staff and students that makes a comprehensive content delivery.

There seems to be a lack of necessary assessments guidelines and marking scheme, which may decrease the students understanding of the marking criteria.

Currently, there are evidence of offering several 1-3 months internships. Given that the programme Team vision is to further the engagement with the local industry, to increase employability demands and opportunities for their graduates, it may be appropriate to develop a clear set of guidelines and policies for internships and placements (i.e. log books, risk assessments, etc.).

#### **- Teaching personnel**

There seems that there is no a dedicated critical mass of staffing base for the Cyprus College Limassol. The majority of full/part-time staff is affiliated with the European University Cyprus, and thus this causes an identity loss in representing Cyprus College Limassol, which also limits the development of a culture belonging to the College itself. Subsequently, this compromises the quality of the delivery.

The few affiliated with the College staff are teaching focused and without any prior engagement in research activities, which limits evidence of any research informed teaching. As a result of, this makes a great opportunity for a significant investment in recruiting members of academic research-active staff with the potential of holding a PhD degree.

At the first year of appointment, staff have to undergo a robust probation process, while all staff during the employment period have to undergo an annual performance review which, as a whole, is considered of a good standard practice. It is to be noted that the form used for the performance review is a very long document and a recommendation is to simplify it.

The programme Team has identified a target audience in the local region, which whilst it is a useful addition to the local community, still it limits horizons and investment prospects.

## 2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

### - Purpose and Objectives and learning outcomes of the Program of Study

The 4-year programme under evaluation is based on clear and well-balanced learning outcomes that are described in a sufficient detail. The programme documentation demonstrates enough evidences of aligning the learning outcomes with the modules included in the diet. The programme uses the ECTS system which is recognized internationally.

The programme reflects a good quality provision with learning outcomes of appropriate standards. The EEC's comment on the notable shortcoming on the critical mass of subject specific staffing base within the Cyprus College Limassol (as discussed above) and its environment, reflects the limitations for the ability of graduates to become members of the Scientific and Technical Chamber of Cyprus (ETEK).

### - Structure and Content of the Program of studies

The ECTS credits awarded for each module are mapped to the corresponding learning outcomes. There is a clear programme structure which demonstrates a balance of generic and subject specific content. There seems that the programme Team makes a good use of a 5-member employability advisory panel. There is a sufficient range of compulsory and a wide range of optional modules which should appeal to a diverse range of student / employer needs. For the above reason, the availability of optional modules should be monitored.

The EEC would like to comment on the completeness of the structure and content of the programme under evaluation.

### - Quality Assurance of the Program of studies

The EEC recognizes some good practices that include:

- staff-student liaison meetings that enable students and staff to discuss related aspects to the programme,
- academic advisor tuition,
- staff and module assessment and feedback questionnaire.

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.

### - **Management of the Program of Study**

The award for this specific programme is in line with national and international standards. There are specific practices that govern the design of the curricula. There are processes describing the target audience, induction and student support mechanisms, admission and advanced entry criteria (i.e APL etc.). There is evidence of healthy recruitment and retention outcomes. As discussed above, there seems that there is a lack of appropriate means for the evaluation of the programme.

Whilst there are clear organizational structures and procedures, there is no dedicated staff affiliated with the Cyprus College Limassol to manage effectively the operation of the programme under evaluation.

### - **International Dimension of the Program of Study**

There is no clear evidence of international collaborations for academic purposes through MOUs and Erasmus Agreements directly associated with Cyprus College Limassol.

### - **Connection with the labor market and the society**

There was a demonstrable commitment and subsequently clear evidence of the programme under evaluation connection with the local labor market and society. There are evidences of workshops, seminars, guest lectures, and a range of extra-curricular activities (Cisco, etc.) that are offered as part of the employability strategy. As a result of, there seems that a graduate of this programme has good prospects towards their employment.

### **3. RESEARCH WORK AND SYNERGIES WITH TEACHING**

#### **- Research Teaching Synergies**

There is no research activity directly affiliated with, and dedicated to the Cyprus College Limassol and subsequently no appropriate research synergies to support a research informed teaching environment for the programme under evaluation.

To this end, there is a need to invest on and establish a relevant research infrastructure and support environment, as this will lead to improved teaching experience due to the elevated research experience of the academic staff. Additionally, it will also lead to improve the research element of the student coursework and project dissertations.

#### **4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK**

##### **- Administrative Mechanisms**

A student support office is available to deal with special needs, social, pastoral, well-being and academic matters. Students positively comment on the support from the staff.

There is no evidence of a consistent approach in the recruitment process, and moreover the selection of new staff is not always advertized.

##### **- Infrastructures / Support**

Apart from access to books and physical resources, the supportive material is available through Moodle VLE which increases the availability and accessibility of the content of the programme under evaluation. There is a dedicated library which provides digital access to several subject specific resources, to name a few IEEEExplore, ACM, Scopus etc.

In addition to this, there is a lecture theatre, several classrooms and IT labs. Discussions with students representatives highlighted the need for higher specification workstations, as well as sports facilities. Students also highlighted their wish to make the programme under evaluation available through a distance learning delivery mode.

##### **- Financial Resources**

There seems that the programme under evaluation will benefit from the investment of the additional fulltime staff to enhance student support and quality of teaching and research activities that maybe compromised by the extensive use of staff affiliated with the European University Cyprus.

There is a sufficient budget which is spread across various priorities to support the Cyprus College Limassol plans. For example, there is budget for student support, IT and library resources, as well as staff personal development.

## 5. DISTANCE LEARNING PROGRAMS

N/A

## 6. DOCTORAL PROGRAMS OF STUDY

N/A

## CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE<sup>1</sup>

- The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

The EEC's view is that the programme specification under evaluation is comparable to national and international standards. The programme reflects a good quality provision with learning outcomes of appropriate standards. Cyprus College Limassol is supported by up-to-date teaching resources as it is member of the Laureate International Universities network.

However, it would be of benefit to address the following key improvements:

- Produce quality assurance mechanisms to support recruitment process, assessment guidelines, marking schemes, assessment feedback, sample double marking and moderation processes.
- Invest on dedicated to the Cyprus College Limassol subject specific staffing base to match the appropriate level and critical mass.
- Invest on and establish a relevant research infrastructure and support environment to facilitate a research informed teaching approach.
- Develop a clear set of guidelines and policies for internships and placements (i.e. log books, risk assessments, etc.).
- Enhance staff support mechanisms and staff development opportunities
- Initiate international collaborations (e.g. MOUs, Erasmus Agreements, etc.) directly associated with Cyprus College Limassol.

It is noted that a number of minor recommendations are discussed in Section 1 to 4. The programme Team will benefit by considering addressing these and report on their progress in the annual monitoring review document.

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<sup>1</sup> It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

**Doc. Number: 300.1**

**Quality Standards and Indicators**  
**External Evaluation of a Program of Study**

Institution: Cyprus College Limassol
Program of Study: ΠΛΗΡΟΦΟΡΙΚΗ
Duration of the Program of Study: 4-years
Evaluation Date: June 16, 2017 (visit day)

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 2016”.

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

**DIRECTIONS:** Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

**It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution's corresponding policy regarding the specific quality standard or indicator.**

### Members of the External Evaluation Committee

NAME	TITLE	UNIVERSITY / INSTITUTION
Nik Bessis (Chair)	Professor	Edge Hill University
Costas Iliopoulos	Professor	King's College
Ioannis Anagnostopoulos	Assoc. Professor	University of Thessaly
Andreas Kyprianou	Dr	ETEK
Georgia Kouti	Student	University of Cyprus

**Date and Time of the On-Site Visit: June 16, 2017 (10:00 – 17:00)**

**Duration of the On-Site Visit: 1 Day**

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES						
1.1	Organization of teaching work	1	2	3	4	5
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.				X	
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.					X
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:			X		
1.1.3.1	The implementation of a specific academic calendar and its timely publication.				X	
1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel				X	
1.1.3.3	The course web-pages, updated with the relevant supplementary material				X	
1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training			X		
1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment			X		
1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.			X		
1.1.4	Adequate and modern learning resources, are available to the students, including the following:				X	
1.1.4.1	facilities				X	
1.1.4.2	Library				X	
1.1.4.3	infrastructure				X	

	1.1.4.4	student welfare				X	
	1.1.4.5	academic mentoring				X	
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.					X	
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.					X	
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.					X	
1.1.8	Control mechanisms for student performance are effective.					X	
1.1.9	Support mechanisms for students with problematic academic performance are effective.					X	
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.				X		
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.						X
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.				X		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.1.3: There is lack of quality assurance to support assessment guidelines, marking schemes, assessment feedback, sample double marking and moderation processes.

1.1.4: See above comments.

1.1.5: See above comments.

1.1.6: See above comments.

1.1.10: See above comments.

1.1.12: See above comments.

Note, additionally:

α) the expected number of Cypriot and International Students in the program of study.

β) the countries of origin of the majority of students.

γ) the maximum planned number of students per class-section.

1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.				X	
1.2.2	The methodology of each course is suitable for adults.					X
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.			X		
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.			X		
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.				X	
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.				X	
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.				X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.2.3: There is lack of feedback commentary.

1.2.4: There is lack of assessment marking criteria.

1.3	Teaching Personnel	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.		X			
1.3.2	The members of teaching personnel for each course				X	

	have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:					
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.				X	
1.3.2.2	Publications within the discipline.				X	
1.3.3	The specializations of Visiting Professors adequately support the program of study.				N/A	
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.				N/A	
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.				N/A	
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.					X
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.		X			
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.					X
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.				N/A	
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.				N/A	
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.					X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						

1.3.1: There is no dedicated critical mass of full-time academic staff exclusively occupied by the Cyprus College Limassol. The vast majority of the full-time subject-specific academic staff is affiliated with the European University Cyprus, a partner institution. Thus, this criterion that requires “exclusively” occupation at the institution, seems problematic and causes an identity loss of the programme under evaluation as well as its delivery. The above deteriorate the creation of an appropriate environment and subsequently the recognition of the full-time academic personnel in their research community. Exclusive occupied College staff are teaching focused and without any prior engagement in research activities, which limits evidence of any research informed teaching.

1.3.7: See above justification.

<b>2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS</b>						
<b>2.1</b>	<b>Purpose and Objectives and learning outcomes of the Program of Study</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.				X	
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.				X	
2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.				N/A	
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.			X		
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.				X	
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.				X	
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.				N/A	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.1.4: The programme under evaluation will be benefit from the inclusion of quality assurance processes.</p>						

2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.				X	
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.					X
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.				X	
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.				X	
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.				X	
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.				X	
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.				X	
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.			X		
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.				X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.2.8: The programme under evaluation content will benefit from the inclusion of a research informed teaching approach.

Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study

simultaneously in the programs of your institution.

2.3	Quality Assurance of the Program of Study	1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.			X		
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for				X	
	2.3.2.1 the members of the academic personnel				X	
	2.3.2.2 the members of the administrative personnel				X	
	2.3.2.3 the students.				X	
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.			X		
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.			X		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.3.1: There are no evidence of quality assurance processes with regards to assessment marking scheme, feedback, assessment double marking and moderation.

2.3.3: See above justification.

2.3.4: See above justification.

2.4	Management of the Program of Study	1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.			X		
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.					X
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-				X	

	academic interventions.					
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.				X	
2.4.5	Information relating to the program of study are posted publicly and include:				X	
2.4.5.1	The provisions regarding unit credits				X	
2.4.5.2	The expected learning outcomes				X	
2.4.5.3	The methodology				X	
2.4.5.4	Course descriptions					X
2.4.5.5	The program's structure					X
2.4.5.6	The admission requirements				X	
2.4.5.7	The format and the procedures for student assessment			X		
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.					X
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.				X	
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.				X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.4.1: There is no dedicated staff affiliated with the Cyprus College Limassol to deal with the management of the programme under evaluation.

2.4.5.7: See comment above.

In the case of practical training, note:

- The number of credit units for courses and the number of credits for practical training
- In which semester does practical training takes place?
- Note if practical training is taking place in a country other than the homecountry of the institution which awards the higher education qualification

2.5	International Dimension of the Program of Study	1	2	3	4	5
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.				N/A	
2.5.2	The program attracts Visiting professors of recognized academic standing.				N/A	
2.5.3	Students participate in exchange programs.				N/A	
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.				X	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.5: No existing international collaborations exist that are associated with the Cyprus College Limassol.</p> <p>Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.</p>						
2.6	Connection with the labor market and the society	1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.			X		
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.				X	
2.6.3	Benefits, for the society, deriving from the program are significant.				X	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.6.1: There is a lack of a set of guidelines and policies to support the effective operation and monitoring of internships and placements.</p>						

<b>3. RESEARCH WORK AND SYNERGIES WITH TEACHING</b>						
<b>3.1</b>	<b>Research - Teaching Synergies</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.			N/A		
3.1.2	New research results are embodied in the content of the program of study.			N/A		
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.		X			
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.			N/A		
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.			N/A		
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.			N/A		
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.			N/A		
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.			N/A		
3.1.9	Student training in the research process is sufficient.			N/A		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>3.1.3: The program under evaluation will benefit from investing on appropriate infrastructures and research equipment.</p>						

#### 4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.				X	
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.				X	
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.				X	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p>						
4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.				X	
4.2.2	There is a supportive internal communication platform.				X	
4.2.3	The facilities are adequate in number and size.				X	
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.				X	
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.				X	
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.				X	

4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.				X	
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
<b>4.3</b>	<b>Financial Resources</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.				X	
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.				X	
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.				X	
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.					X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						

**The following criterion applies additionally for distance learning programs of study.**

<b>5.</b>	<b>DISTANCE LEARNING PROGRAMS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.4	Student performance monitoring mechanisms are satisfactory.					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					
5.10	The supporting infrastructures are easily accessible.					
5.11	Students are informed and trained with regards to the available educational infrastructure.					
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					

5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.					
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.					
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.					
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

If the following apply, note “√” in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	

**The following criterion applies additionally for doctoral programs of study.**

6.	<b>DOCTORAL PROGRAMS OF STUDY</b>	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.					
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.</p>						

## FINAL REMARKS – SUGGESTIONS

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

The programme under evaluation is to be approved subject to the following conditions:

- Produce quality assurance mechanisms to support recruitment process, assessment guidelines, marking schemes, assessment feedback, sample double marking and moderation processes.
- Invest on dedicated to the Cyprus College Limassol subject specific staffing base to match the appropriate level and critical mass.
- Invest on and establish a relevant research infrastructure and support environment to facilitate a research informed teaching approach.

**Names and Signatures of the Chair and the Members of the External Evaluation Committee:**

<b>Name:</b>	<b>Signature:</b>
Nik Bessis	
Costas Iliopoulos	
Ioannis Anagnostopoulos	
Andreas Kyprianou	
Georgia Kouti	

Date: .....