

Doc. 300.1.1

Date: 24 September 2025.

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

- **Higher Education Institution:**  
Frederick Institute of Technology
- **Town:** Nicosia
- **School/Faculty (if applicable):**
- **Department/ Sector:** Division of Technical Professions
- **Programme of study- Name (Duration, ECTS, Cycle)**  
**In Greek:**  
Τεχνολογία Πληροφορικής και Επικοινωνιών (2 έτη/120 ECTS, Δίπλωμα)  
**In English:**  
Information and Communication Technology (2 years/120 ECTS, Diploma)
- **Language(s) of instruction:** Greek/English
- **Programme's status:** New program of study
- **Concentrations (if any):**



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].

## Introduction

The External Evaluation Committee (EEC) had the pleasure to study all the materials which were provided, that is:

- Application for the Evaluation - Accreditation of Study
- Guidelines for EEC members
- Evaluation template document - 07.14.068.007\_external\_evaluation\_report

The EEC visited the premises and the facilities of the Frederick Institute of Technology on Monday 22nd September 2025. During a well organised visit we visited the installations relevant to the programme of Study, including lecture theatres, laboratories and the library. The visit lasted from 9:00 to 17:30, including a 30 min lunch break. The visit included extensive discussions and opinion exchanges among the members of the EEC and members from the institute.

The agenda of the visit also included the following items:

- Meeting with the director / head of institute and the head of the quality assurance Unit
- Meeting with the co-ordination committee of the proposed program
- Meeting with the members of the teaching staff
- Meeting with external stakeholders
- Meeting with members of the Administrative Staff
- Meeting with students and graduates of the institute
- Visit to the premises of the institution including library, computer labs, teaching rooms and research facilities

The entire EEC mission was fully supported by Natasa Kazakeou, Education Officer, CYQQA.

## A. External Evaluation Committee (EEC)

<i>Position</i>	<i>Name</i>	<i>University</i>
Chair	Professor <b><u>Brown, Barry</u></b>	Department of Computer Science, <b>University of Copenhagen &amp; Stockholm University, Denmark</b>
Member	Professor <b><u>Fabio Crestani</u></b>	Full Professor at the Faculty of Informatics, Università della Svizzera Italiana (USI), <b>Lugano, Switzerland</b>
Member	Professor <b><u>Montserrat Garcia Alsina</u></b>	Director of the Postgraduate Diploma Programme "Implementation of Electronic Document Management Projects (EDRMS)", Studies in Information and Communication Sciences, <b>Universitat Oberta de Catalunya, Spain</b>
Student Member	Mr <b><u>Paraskevas Kyriakou</u></b>	PhD Student, Mechanical and Manufacturing Engineering, <b>University of Cyprus, Cyprus</b>

## B. 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**

The EEC's work was focused on assessing the application for accreditation of a new proposed program of study. As with a new program there are some limitations in the information we can draw upon, as in some cases information on the running of the course is not yet available. As such the EEC drew on both descriptions of how the new program had been designed and the Institute's quality assurance procedures. The EEC also drew upon the experiences within the institute in running parallel programs, and the experiences of staff and students from those existing programs.

### **1.1 Policy for quality assurance**

The policy for quality assurance of the programme of study is established through the operation of the Institute's internal quality assurance committee. It was clear how the quality assessment committee had developed the program, following clear and open policies in doing so. Through the documents and presentations provided to the EEC, it was also clear that these policies:

- Have a formal status and is publicly available;
- Supports the organisation of the quality assurance system through appropriate structures, regulations and processes;
- Support teaching, administrative staff and students to take on their responsibilities in quality assurance;
- Ensure academic integrity and freedom and is vigilant against academic fraud;
- Guard 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

The quality assurance internal committee at the institute has drawn upon various international and European Quality Standards in their work. Explicitly listed were the “EQF, ESG - European Standards and Guidelines for internal and external quality assurance of HEIs” and the “CyQF Internal Quality System”. They also followed the recommendations of professional bodies, previous evaluation experience with programs in the institute, alongside the Mission and Strategic Plan developed for the Institute. The review of the program has passed between the internal academic committee, the scientific committee, with a feasibility report gaining internal council approval before further review by the internal quality committee. After the proposal was finally returned to the academic committee it was then submitted for approval to the Cyprus agency of quality assurance (CYQAA).

As was presented to the ECC during the visit, ongoing monitoring and review of the program will take place regularly, as it does for other programs in the institute, through annual review by the internal quality committee, and a bi-annual report prepared by the program co-ordinator. Staff indicated data was going to be collected from students in the form of course surveys, the participation of students in the varying institutional committees, and ongoing surveys with alumni from the programs that the institute offers.

For this proposed course, the original concept for the program was initiated from the admissions office at the institute, who proposed a need for a new program developing IT skills, drawing from their experience of working with industry and societal stakeholders. This proposal was developed by relevant academics, and through a scientific committee that developed the original program proposal. The revision of the program proposal followed a process of focusing on reducing theoretical work and boosting the practical work; developing courses that make use of the laboratory and facilities already available at the Frederick Institute of Technology. A process was put in place to gather ongoing advice from relevant stakeholders and potential student employers. The future development of the program as a bilingual program has also been proposed.

## 1.3 Public Information

As this is a new program of study the presentation of public information cannot be evaluated. However, for the other programs offered at the institute it is clear that accurate, up-to-date information is readily accessible on the website. This covers: selection criteria, intended learning outcomes, qualification awarded, and learning opportunities available to the students. Staff indicated that there is extensive work done to make use of focused, national and Europe wide surveys with alumni, focused on collecting information on student outcomes. We expect that this new program will be equally well publicised.

## 1.4 Information management

Again, drawing on the experiences of the institute with other programmes, key population data will be collected on the study body, student progression, success and drop-out rates, and students' satisfaction with the programme (through in-class surveys). However it is not possible to definitively evaluate with the data collected for this proposed programme as it has not started yet.

### Findings

The growing use of IT across all different industries in Cyprus presents a need for students with a wide range of technical skills. Whereas bachelors and higher academic programs produce students who are suited for high-level IT development tasks, there is also a growing need for more entry-level support and technical skills, such as in staff to deploy, managing and troubleshooting modern information and communication systems. Within the institute, this growing market need for trained support professionals was identified, leading to the development of the proposed two year study diploma program.

A course of this type requires a potential student body, who can potentially be recruited from school, and other occupational fields. It also requires employers and stakeholders with an interest in hiring and practical ("in the field") training these professionals. Lastly, the institute itself needs to have staff who have relevant competences to teach a mix of both academic and practical skills, as well as to formulate a program which matches learning outcomes and taught competences. In both the proposal and during our visit, the institute supplied evidence of a potential student body, employers seeking these skills, and a cohort of teachers who are available to teach and develop relevant courses.

The proposed program documentation introduces a set of learning outcomes, covering areas such as networking, cloud computing, cybersecurity and varied forms of technical support work. It also includes theoretical knowledge in computer science and IT operation (such as networks and databases), competences in the deployment and management of local and cloud based architectures, as well as basic competences in programming and system administration. Matching these learning outcomes 19 courses were proposed for the program, along with one professional internship.

It was clear that the development process for the program has drawn on balancing the need for academic content, with developing practical skills and competences. Courses covering basics of programming offer foundational knowledge essential for managing complex IT infrastructures, alongside courses on operation system basics. There is a development of skills into more advanced topics, and in the second-year advanced networking, operations systems, and technical skills are taught. In presentations and documents there was some ambiguity to the placement of the internship, but it was later confirmed that it takes place during the final semester. The programme description appears reactive to developments in Cypriot industry, in particular the increasing need for those who can work with IoT, although the course is broadly focused and is not focused on specific sub-IT industries.

Due to the financial situation of those likely taking the proposed programme, and the job situation in Cyprus, this has been organised with the assumption that a large proportion of students will be working in parallel to taking the course. As such the course will operate later in the afternoon and into the evening, supporting students both working and carrying out the course. During the visit the overall balance and workload of courses for students appeared well substantiated, as well as the availability of competent employees to teach these courses, with sufficient labs and lecture rooms facilities.

We have graded the program as partially compliant in 1.2, with the potential areas for improvement listed below. Since the course has not yet run the EEC have drawn on the data currently available to grade the program as compliant under 1.1, 1.3 and 1.4. However this is subject to some uncertainty and cannot be definitely confirmed until the course is actually running.

### Strengths

- The course offers a wide coverage of the fundamentals of IT, with a particular focus on the likely competences required amongst specialised technical support staff.
- The course content is well informed by the needs of industry educating a broad skillset to students.
- There is a good balance between advanced and practical skills, from working with circuits and network cables, to dev-ops activities such as using cloud resources and dealing with cybersecurity incidents.
- The course material draws extensively on cases studies, as well as bringing students own experience into the course.

### Areas of improvement

- The dual nature of the course, being taught in parallel between two sites, could cause potential complications. The institute should consider how to alleviate potential issues around, for example, differences in teaching quality between sites or misalignment of material covered during semesters.
- While the proposed courses cover much of the basics needed, it would be worth considering the balance of soft and 'hard' skills taught in the course overall. One identified potential would be for more project management skills perhaps through the introduction of a new course covering such skills.
- The International and English language plans for the course were not developed fully, and there should be further consideration of the challenges of teaching a diverse international study body.
- All the courses currently have 6 ECTS. Flexibility in the ECTS offered for different courses would better fit the resulting workload. It appears that some courses have higher workload (e.g. 3+1\* periods per week) compared to others with less workload (e.g. 2 periods per week). It is not clear why these courses should have the same number of ECTS.

- Consider more carefully the involvement of the stakeholders by implementing a more clear or formal process of the gathering of stakeholders' interests and requirements during the review of the program. Consider also keeping a log of these requirements to be able to refer back to them in the future.

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

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

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

### Sub-areas

**2.1 Process of teaching and learning and student-centred teaching methodology**

**2.2 Practical training**

**2.3 Student assessment**

### **2.1 Process of teaching and learning and student-centred teaching methodology**

As the diploma has not started yet, this EEC could only evaluate the process of teaching from what was presented by the lecturers of some of the courses. The EEC witnessed the quality of teaching for only a few parallel courses, as academic teaching had yet to start in Cyprus. Nevertheless, this EEC could assess from the teachers' presentations that the included project-based and standard forms of learning fit well with the topics outlined. The fact that classes will take place in the evening, to accommodate the needs of students' workers provides good opportunities for workers interested in learning new topics and concerned with career development. Specifically, the diploma involves courses that are purely theoretical and courses that are a mix of theoretical and practical (laboratory) modes of delivery. Practical learning will be delivered in the hours the students will spend in the university's labs and will consist of project assignments. Students will also receive practical learning from a professional internship that will take place in the 4th semester and that will comprise 6 weeks of student work at a company's premises.

Lectures take place in a public educational building in the city of Nicosia, the capital of the Republic of Cyprus, and about 50 Km away from Limassol. This explains why the course is given twice, once in each location, with all the same rules and structures.

### **2.2 Practical training**

Practical and theoretical studies are highly interconnected, evidenced by the number of classes (periods) with dedicated lab hours in almost all the subjects taught in the diploma. The only two classes that do not have laboratories are English for ICT (6 ECTS) and Technical Communication Skills (6 ECTS). The fact that all classes of the diploma have the same number of ECTS is at odd with this, as it seems to this EEC that the two classes that do not have laboratories should have a lower number of ECTS, given their smaller number of periods per week (2 for both, instead of 4) and likely less or equal amount of homework, compared to the other classes.

The number of classes and labs is well balanced across the different semesters and the inclusion of a professional internship in the 4th semester boosts the practical training of the diploma. We evidenced the interest of such an internship in the discussion we had with a few stakeholders. The programme aims to follow the European Standard and Guidance, CYQAA, the internal quality policy and accreditation from professional bodies.

Finally, while the presence of a professional internship is to be commended, evidence of where students would spend their internships should have been provided to evaluate the fit to the programme.

### **2.3 Student assessment**

While student assessment could not be evaluated yet, given that the diploma has not started, the EEC understands that this is going to follow the standards and procedures in place in other diplomas of the same institution. The EEC discussion with students indicated satisfaction with their experience while studying in similar programmes. Students were also satisfied with the support they received overall from the institution. The students demonstrated constructive alignment between the learning outcomes which the students need to achieve and the methods of assessment that are employed in other programmes. The availability of an end of course assessment provides an opportunity for the students to give feedback on the topics covered, on the learning outcomes and on the methods of evaluation. The EEC could not see any sample exam papers, given that the diploma has not started yet (we will need to assess these later on). Discussions with the teaching team suggest that they consider practical learning as a core activity that needs to have an impact on the students' learning. This is also properly assessed in the many practical periods (classes) and in mid-terms and exams. The EEC will only be able to assess this after the diploma had started.

#### Findings

The EEC convened with teaching staff members, beginning with concise introductions to grasp each lecturer's background. Following this, the EEC engaged in a short discussion on the design, structure, and content of each course. They also considered the learning outcomes and their suitability for industry requirements. The discussion excluded presentations on assessment criteria and exams, which were deemed to be standard and consistent with the teaching methods applied to other subjects the staff already covered. The importance of allocating sufficient time for practical lectures was addressed, setting the EEC up for the lab visits that concluded the day.

The EEC also engaged in an interesting dialogue with some students' representatives. These were students of other diplomas of the same institute.

#### Strengths

- The applied/practical nature of most of the courses is a strength of the diploma.
- The agreements with external stakeholders are a point of strength for the design of the diploma. This ensures that courses are kept relevant to the job market and the needs of the stakeholders.
- The quality of the courses is an additional bonus.

Areas of improvement and recommendations

- The EEC would like to see a more direct connection on how research informs the design and number of topics of courses.
- The EEC would also like to see a higher presence of skills development in professional practical contexts.
- Evidence of where students would spend their internships should have been provided.

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

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

### 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**

Relating to the recruitment, the process is well defined, and it has different parts. It starts when the Programme Coordinator identifies the needs of the Program. Then the Academic Director should approve the proposal that later will be approved by the Institute's Administration and the Academic Committee. Finally, when that is approved the posts are advertised both nationally and internationally, including on the internet.

The part of examination credentials starts when the Programme Supervisor sets up a Programme Committee to examine the credentials of the applications. Then the candidates are selected according to specific competences, who are invited to interviews and finally the Committee prepares a report with the candidates proposed, that is delivered to the Academic Committee. This makes the final suggestion to the director of the institute, who has the final decisions.

Promotion is based on merits and starts when the eligible staff apply. Programme Coordinator, Academic Director and ad-hoc Committee are involved in the evaluations. After the recommendations of the Academic Committee the Council of the Institute ratified the promotion. The promotion process lacks sufficient detail to clarify whether it is initiated by an institutional call or by expressions of interest from the professor.

#### **3.2 Teaching staff number and status**

The teaching staff cover the knowledge needed to teach the contents of the programme, and in general have experience in different companies, which give the practical view of professionals in the sector. The number of teaching staff is adequate to support the programme. The teaching staff overall are adequate to support the programme of study.

#### **3.3 Synergies of teaching and research**

Included in the teaching staff are several professors from Frederick University. These staff have been working in research projects on topics related to the programme. Other staff indicated their research involvement through participation in international conferences.

### Findings

During the visit the EEC observed that the teaching staff are motivated and involved in the programme. They are involved in participation with stakeholders to obtain information about the needs for the program and the required courses.

### Strengths

- Many teaching staff have worked (or do work) in companies, hence they have experience in different companies, which give a practical point of view of the professionals in the sector.
- Recruitment processes are well defined.
- Some staff are doing research in relevant research fields.

### Areas of improvement and recommendations

- There is a lack of support and clear motivation to actively encourage promotion within the institution.
- It was unclear what research is conducted that is directly related to this programme. More teaching staff should be involved in research and publications related in order to assure the actualization of knowledge that the sector needs.

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

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

#### 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**

The EEC prompted a brief discussion of the student admission criteria that was found to be in line with CYQAA standards. The diploma is aimed at students interested in technical learning and aligned with the needs of industry. Students might already work (hence the placing of the lectures in the evening) and could take the diploma at a part-time level. If it passes review, the diploma is proposed to start within a few weeks. However, admission is formally not open so it is difficult to assess the processes and the effectiveness of the admission criteria.

The admission officer reported that there are at least 10-12 students currently interested and this will ensure that the course could start in 2025. These circumstances may require a further evaluation of these criteria once admission has started to make sure rules are maintained while starting the courses.

##### **4.2 Student progression**

Since the diploma has not started yet, it is not possible to evaluate the effectiveness of the student progression system. However, the EEC expects a comprehensive system for recording and monitoring student progression to be soon in place, as it is for other programmes run by the same institution. Since we understand from other programmes that the Frederick Institute of Technology has good processes in place for monitoring the student progression, we evaluated this as compliant. This EEC expects evidence of this at a later date.

##### **4.3 Student recognition**

This EEC evaluated the methods of assessment and calculation of the student credits to be compliant with the European Credit Transfer System. Completion of the Programme of Study provides a total of 120 ECTS units, corresponding to European Qualifications Framework level 5. Recognition of prior learning and work experience seems to be ensured, as it is the recognition of study results acquired at foreign higher education institutions.

#### 4.4 Student certification

The EEC expects the student certification to be in line with the requirements of the CYQAA, as other similar diplomas from the same institution are. Of course we should be aware of competition from online bootcamps, MOOCs, and alternative certifications (e.g., Google IT Support Certificate) offering quicker pathways into the ICT field. As the programme has not started yet, the EEC can only base its evaluation on other similar programmes running at the same institution. For this reason, we evaluated this as compliant. This EEC expects evidence of this later.

##### Findings

Based on the documentation, on the on-site visit and keeping in consideration the fact that the diploma has not started yet, the processes and conditions for the admission of students, the monitoring student progress and the recognition of title obtained seem to be clearly defined and publicly available. The EEC expects evidence of the publication and effectiveness of the conditions for the admission of students as soon as the recruitment process and the admission has started.

##### Strengths

- It is difficult, now, to evaluate the strengths of something that just moved on from its design stage and is yet to be implemented. However, we expect the programme to be in line with other programmes of the same institution and have their same strengths.
- The EEC commends the high degree of responsiveness to the needs of companies in designing the program and making it suitable to their needs. This was evidenced by the discussion we had with the two representatives of the external stakeholders.

##### Areas of improvement and recommendations

- Advertising the diploma (with its certification) and publishing the criteria of admission sometime ahead of the start of the application period would have improved the exposure and attractiveness of the programme to potential students. We understand this was not possible, but we expect this to be available at the earliest date. This EEC expects to make a full assessment of this at a later date.
- Given the provisional nature of the subareas dealt here, which makes them impossible to evaluate, the appropriateness of the subareas has been evaluated based on the information provided only and on evidence coming for other similar programmes run by the Frederick Institute of Technology.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	<b>Compliant</b>
4.2	Student progression	<b>Compliant</b>
4.3	Student recognition	<b>Compliant</b>
4.4	Student certification	<b>Compliant</b>

## 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**

The EEC received a presentation of the teaching and learning resources that will be available to the students of the programme. Teaching and learning resources are specifically created or selected for each course and uploaded to the Moodle platform. Equipment and infrastructures appear adequate for this programme and fit requirements.

### **5.2 Physical resources**

The EEC was accompanied in a tour of the physical facilities of the institute that will be used by the specific programme. Such resources appeared to be adequate to the programme.

The institution has classrooms and laboratories fully equipped with internet connectivity and modern technological infrastructure. Labs are adequate for use by teaching staff. In some rooms and labs the tables are movable, consequently it could be adapted to the number of students or specific needs.

Students have access to a wide number of documents both books and scientific databases which subscription provides full text access to academic journals. Moreover, the Institution takes part of the Cyprus Library Consortium that optimises access to these resources.

Students can remotely access via VPN connection to the electronic resources. In addition to this, students can work individually or in groups in specific rooms in the library, with access to the internet.

### **5.3 Human support resources**

Frederick Institute of Technology offers support to the students through both tutors and administrative staff. It has specific offices for different kinds of support. The International Office helps overseas students, the accommodation service helps students to find a place to live, the council service helps students with personal difficulty, and the careers advisory service provides counselling on practical education, scholarships, internship or job search.

The Institution organises “consultation weeks” twice every semester, in order for each student to visit his/her academic advisor to comment on his/her courses and his/her advancement, discussing problems or difficulties, and producing an action plan to address any challenges.

#### **5.4 Student support**

The institution has specific support for different disabilities, and specific procedures to admit and help them. The Institute ensures equal access to academic studies and promotes females to enroll in STEM studies, through visits and varied initiatives that have been run in local secondary schools. However, gender diversity remains a challenge for these programs.

##### Findings

Students have specific materials for each course done by teaching staff. A moodle platform is provided for students to access all course materials.

The institution has specific support for different disabilities, and specific procedures to admit and help them. The Institute ensures equal access to academic studies and promotes females to enroll in STEM studies.

Students who experience more serious problems can transfer from the full-time to the part-time program, and this has resulted in a high completion rate (>95%) for the currently offered programs.

##### Strengths

- Teaching and learning resources are specifically created or selected for each course and uploaded to the Moodle platform. Equipment and infrastructures are adequate for this programme.
- Student support is provided and covers the needs of a diverse population.
- Students are informed about the different services.
- Students receive specific feedback.
- Teaching staff are accessible to students through various channels, including email, phone, and in-person office visits.

##### Areas of improvement and recommendations

- It may be beneficial to further explore the use of AI in the learning process.
- Big data topics could be more specifically addressed in the courses.
- Skills in project management and teamwork could be explicitly integrated into the programme.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	<b>Compliant</b>
5.2	Physical resources	<b>Compliant</b>
5.3	Human support resources	<b>Compliant</b>
5.4	Student support	<b>Compliant</b>



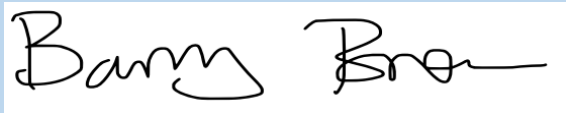

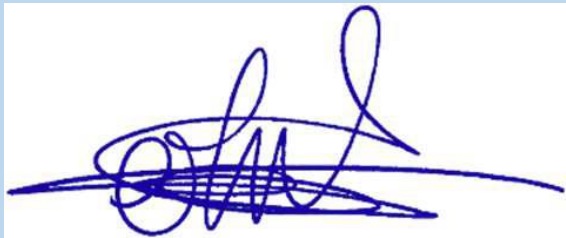

### **C. Conclusions and final remarks**

Overall, this is a strong program, with a potential for good connections with industry, high employability of students, and meeting a well-established need in the market. The program is well formulated and described, and the evidence from other programs taught at the institute bodes well for the success of this program.

The EEC has outlined areas for revision of the proposed program. Most immediately, this covers the number of ECTS per course and the provision of a list of organisations in which internships will be found for students. The EEC has also outlined longer term issues with formalising the connections with stakeholders, potentially through an stakeholders advisory committee, and increasing research involvement of staff.

This EEC looks forward to this being a strong and impactful teaching program.

#### D. Signatures of the EEC

Name	Signature
Professor <b><u>Brown, Barry</u></b>	
Professor <b><u>Fabio Crestani</u></b>	
Professor <b><u>Montserrat Garcia Alsina</u></b>	
Mr <b><u>Paraskevas Kyriakou</u></b>	

**Date:** 24 September 2025