

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

**Republic of Cyprus**

**External Evaluation Report  
Program of Study**

**Institution: Ledra College**

**Program of Study: Diploma in Mobile and Web Application  
Development**

## 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>
Miltos Petridis	Professor	Middlesex University
Vasileios Argyriou	Associate Professor	Kingston University
Stelios Kapetanakis	Associate Professor	University of Brighton
Giorgos Longinos	Student	University of Cyprus

## INTRODUCTION:

- I. The External Evaluation procedure
- 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 program of study under evaluation in particular.

The External Evaluation Committee (EEC) has studied carefully all the provided documentation for the application of a new Diploma in Mobile and Web Application Development. It drilled into the structure of the programme of study, information about teaching personnel and their qualifications. The EEC studied the course descriptors and also overviewed the infrastructure in place (Library, Labs, Teaching Classrooms, Refectory, Staff Offices, Student Support Office). There were presentations, discussions and meetings with management, academics, and administrative staff.

The application is sound and informative. Details are provided regarding all aspects of the provided modules and their structure. Its quality was satisfactory and informative and up to the expected international standards related to 2-year Diploma certifications.

Having Considered its:

- 1) Target Audience
- 2) Course Length and
- 3) Market Requirements

the EEC finds this Diploma to be fit for purpose.

## **FINDINGS:**

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

- **Organization of Teaching Work**
- **Teaching**
- **Teaching personnel**

The strategy, structure and content of the proposed diploma was presented by both management and staff in Ledra college. The programme is regarded adequate and up to the standards of similar degrees. The External Evaluation Committee (EEC) has consulted all the available documents, relevant web resources and a number of onsite interviews with the College's members of staff.

During the visit, the organisation of teaching work was presented to the EEC by the management and teaching staff at Ledra College. The Virtual Learning Environment (VLE) was presented, which is based on Moodle platform. Additionally, the EEC had the opportunity to scrutinise the structure and content of the teaching of the proposed Diploma in Mobile and Web Application Development. Adequate facilities were presented as well as the near-future plans for expansion. All the information requested by the EEC was provided in a satisfactory manner to the extent this was available at this early stage of development of the programme. The effort to create an up to date vocational programme was evident and the early degree of collaboration with the local industry is commendable.

The EEC is confident that the organisation of the teaching work is adequate to support this Diploma although vigilance and continuous improvement is required.

The EEC has observed some good practice in teaching. However, Teaching, Learning and Assessing (TLA) methods should be revisited.

In particular:

1. Consider modern teaching and learning methods with the use of digital technology
2. Balance assessment mechanisms
3. Processes for detecting academic misconduct should be enhanced to fit to the current national and international standards
4. It is important to maintain specialised teaching in depth to ensure the students have the right knowledge and skills up to the standards of similar vocational courses. This should also be reflected in point 2: nature of assessment

The committee recommends the use of external peer scrutiny, both academic and industry in order to maintain rigorous feedback mechanisms and adherence to qualitative TLA standards

The EEC acknowledges adequate academic expertise for the needs of the curriculum. The presence of a large full-time vs part-time staff ratio seems to help the needs and the stability of the programme. Further staff development is required to acquaint staff with the latest TLA standards and subject specific best practices.

## 2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- **Purpose and Objectives and learning outcomes of the Program of Study**
- **Structure and Content of the Program of studies**
- **Quality Assurance of the Program of studies**
- **Management of the Program of Study**
- **International Dimension of the Program of Study**
- **Connection with the labor market and the society**

The aims and learning objectives of the programme are clear as well as the structure and the content of its curriculum. The management and quality assurance of the programme of studies is fit for purpose.

Programme Structure could be improved by arranging modules (e.g. some advanced modules require prerequisites that should not be allowed in semester 1)

The Program study is accurate to a large extent. However, inconsistencies have been detected (in MW202 it mentions teaching JSON, however this is not obvious in the teaching curriculum and lecture breakdown)

The committee recommends the use of external peer scrutiny, both academic and from the industry in order to maintain rigorous feedback mechanisms and adherence to qualitative TLA standards.

Generally, the curriculum seems balanced. However, in cases it contains modules (e.g. CSC101) with substantial load that may be accommodated within the given timeframe. Assurances are required to provide adequate depth and quality.

Internationally this programme seems attractive since it uses English as its primary teaching language.

This degree seems fit for purpose for its target labour market. Adequate industry feedback seems to be in place to help and maintain ongoing market links.

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

- **Research Teaching Synergies**

**Not applicable**

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

- **Administrative Mechanisms**
- **Infrastructures / Support**
- **Financial Resources**

The existing mechanisms are adequate. They allow personal links with the students that seem to help a lot (throughout the studies) as well as developing cultural links with the country and facilitating their pastoral care. There are accommodation facilities in place that support induction (free for a certain amount of time). There is also a direct link (opportunity) for internship straight after graduation. Lab facilities seemed sufficient for the expected student numbers. The college seems prepared to continuously support teaching and support development expenditures. Student fees seem reasonable across the market sector.

## 5. DISTANCE LEARNING PROGRAMS

**Not applicable**

## 6. DOCTORAL PROGRAMS OF STUDY

**Not applicable**

## 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 external evaluation committee concludes that the programme of study evaluated here is satisfactory and in line with similar international programmes. This evaluation takes into account that this is a two-year vocational diploma programme aimed at producing students with practical software development skills in readiness for the local industry.

Additionally, the committee proposes the following suggestions for further improvement:

1. The teaching can be further improved with the introduction of the latest developments of teaching methods to support the practical nature of the program.
2. There is a need for continuing monitoring of the depth of treatment in some of the most practical modules to ensure that the students get the correct balance between theory and application.
3. The facilities, mainly hardware and software and access to journals and industry papers and references need to be kept up-to-date.
4. There should be continuous evaluation of the balance and suitability of assessment and feedback methods.
5. The possibility of short industrial internships or involvement in industry led project should be investigated.
6. A level of external peer scrutiny from academia and industry will enhance the QA of the programme ensuring the effectiveness of teaching and required outcomes.
7. There is a need for further continuous staff development to ensure that teaching staff are up-to-date with the latest developments and practice in teaching methods and in the subject area.

---

<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.

## **Quality Standards and Indicators**

### **External Evaluation of a Program of Study**

Institution: Ledra College

Program of Study: Diploma in Mobile and Web Application Development

Duration of the Program of Study: 2 years

Evaluation Date: 30th May 2018

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
Miltos Petridis	Professor	Middlesex University
Vasileios Argyriou	Associate Professor	Kingston University
Stelios Kapetanakis	Associate Professor	University of Brighton
Giorgos Longinos	Student	University of Cyprus

**Date and Time of the On-Site Visit: 30<sup>th</sup> of May, 9am**

**Duration of the On-Site Visit: 7.5 hours**

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:					
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:					
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.

1.1.3.5 Internal peer assignment was not up to the right standard. Marking schemes should be adjusted to reflect the learning outcomes. The committee observed inconsistencies in terms of written assessment depth and format. In particular the use of multiple choice questions should be carefully justified and used when necessary.

1.1.3.6 Not enough evidence was given for student participation in the procedures for the improvement of the educational process

1.1.4.1 For app development in ios, appropriate hardware should be provided.

1.1.8 & 9 It was not entirely clear how poor or problematic student performance will be identified and rectified via a formal process.

1.1.11 Many elements are hard copy based and therefore the online tools are not properly used. As a result, not all assessments will be checked electronically. It is important to check for contract cheating.

The following expected numbers were provided by the college:

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.

a) 16 per semester

b) Ghana, Nigeria, Cameroon, Cyprus

c) 16

<b>1.2</b>	<b>Teaching</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>1.2.1 There is a need for content revamp and adherence to the latest teaching and learning international standards            1.2.5 Modern teaching and learning methods (e.g. blended learning, flip learning) should be considered</p>						
<b>1.3</b>	<b>Teaching Personnel</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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 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.				X		
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.						X
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.						X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>1.3.2.1 Available expertise is up to the programme standards</p>							

<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.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.1.2 &amp; 2.1.4 Although the strategy focuses on learning practical aspects this is not reflected in the content, teaching material, equipment (e.g. for app development in ios, appropriate hardware should be provided) and assessment which has limited practical elements.</p> <p>2.1.6 Some variation in learning and teaching methods could enrich the programme (e.g. use of case studies, group practice, active learning, peer to peer table discussion)</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	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.2.3 Students could be advised to choose certain elective modules after semester 1 (after establishing a solid portfolio of basic computing understanding)</p>						

2.2.5 Given the vocational and short duration of the degree the ratio of general vs. specific disciplines is limited.

2.2.6 The educational activities can be enriched to better achieve the desired learning outcomes

2.2.8 The content of the program adheres to the college's focus on the Cypriot job market

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					
	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.

2.4	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-academic interventions.						X
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:						
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
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.4.2 According to the provided curriculum report several modules (e.g. csc101) contain substantial load that may be accommodated within the given timeframe at an adequate depth of treatment.</p> <p>In the case of practical training, note:</p>							



2.6.3	Benefits, for the society, deriving from the program are significant.						X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.							

3. RESEARCH WORK AND SYNERGIES WITH TEACHING							
3.1	Research - Teaching Synergies	1	2	3	4	5	
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.	N/A					
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					
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.							

**Research is not applicable due to the nature of the course**

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

<b>4.1</b>	<b>Administrative Mechanisms</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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> <p><b>4.1.3 Due to the small number of students the current standards are acceptable. In planning for the future more rigid mechanisms may be required.</b></p>						
<b>4.2</b>	<b>Infrastructure / Support</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>4.2.1 The existing support is adequate. The college could consider access to more sources to explore state of the art literature.</p> <p>4.2.4 infrastructure may be needed for ios development.</p>						
<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	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p><b>4.3.1 financial support for staff learning and education activities is expected to sustain and improve the college's teaching and learning standards</b></p>						

**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.	n/a				
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.	n/a				
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.	n/a				
5.4	Student performance monitoring mechanisms are satisfactory.	n/a				
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.	n/a				
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.	n/a				
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.	n/a				
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.	n/a				
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.	n/a				
5.10	The supporting infrastructures are easily accessible.	n/a				
5.11	Students are informed and trained with regards to the available educational infrastructure.	n/a				

5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.	n/a				
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.	n/a				
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.	n/a				
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.	n/a				
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%.	n/a				

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.	n/a
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.	n/a

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

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.	n/a				
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.	n/a				
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.	n/a				
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	n/a				
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.	n/a				
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.	n/a				
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.	n/a				
<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

The external evaluation committee concludes that the programme of study evaluated here is very satisfactory and in line with similar international programmes. This evaluation takes into account that this is a two-year vocational diploma programme aimed at producing students with practical software development skills in readiness for the local industry.

The committee proposes the following suggestions for further improvement:

- I. Teaching can be further improved with the introduction of the latest developments of teaching methods to support the practical nature of the program.
- II. There is a need for continuing monitoring of the depth of treatment in some of the most practical modules to ensure that the students get the correct balance between theory and application.
- III. The facilities, mainly hardware and software and access to journals and industry papers and references need to be kept up-to-date.
- IV. There should be continuous evaluation of the balance and suitability of assessment and feedback methods.
- V. The possibility of short industrial internships or involvement in industry-led projects should be investigated.
- VI. A level of external peer scrutiny from academia and industry will enhance the QA of the programme ensuring the effectiveness of teaching and required outcomes.
- VII. There is a need for further continuous staff development to ensure that teaching staff are up-to-date with the latest developments and practice in teaching methods and in the subject area.

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

<b>Name:</b>	<b>Signature:</b>
Professor Miltos Petridis	
Dr Vasileios Argyriou	
Dr Stelios Kapetanakis	
Mr Giorgos Longinos	

Date: 1 June 2018