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External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution:**
CTL EUROCOLLEGE
- **Town:** Limassol
- **School/Faculty (if applicable):** School/Faculty
- **Department/ Sector:** N/A
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Συστήματα Πληροφορικής & Δικτύων, 2 χρόνια, 120 ECTS, Δίπλωμα.

In English:

Computer Systems & Networking (2 Years/ 120 ECTS, Diploma)

- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **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].

In Greek: Concentrations

In English: Concentrations



A. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (EEC) had preparatory meetings on 03.02.2023 and 03.03.2023 to discuss the programme evaluation process that is offered by CTL EUROCOLLEGE. On 08.03.2023, the EEC visited CTL EUROCOLLEGE's facilities in Limassol in Cyprus and met the administration and leadership of the programme, the teaching staff and students in order to evaluate the Computer Systems & Networking (2 Years/ 120 ECTS, Diploma) study programme. The visit was arranged by Natasa Kazakaïou, and during the visit, George Aletraris represented the Agency of Quality Assurance and Accreditation in Higher Education. Prior to the site visit, and in a timely manner, the EEC members were provided with relevant programme documents to review. A final meeting to aggregate the EEC members' contributions to this report and to agree on its final form was held on 09.03.2023.

The EEC was presented with detailed information about the institution, the department, and the two-year degree programme. During the visit, the EEC requested and received additional material including statistics, and additional details with respect to the quality assurance procedures. During the site visit, the EEC met EUROCOLLEGE's leadership, peers and teachers, and administrators. The EEC also met current and past students of the programme and had a tour on the laboratories, the classrooms and the library of the institution.

Based on the examination and evaluation of the accreditation materials and the site visit, the EEC concludes that all required standards are fully compliant, with one exception of a standard that is partially met. The present assessment report describes how the standards are met, the small deviation one of the standards, and provides recommendations and suggestions for improving the programme under evaluation.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Michail Giannakos	Professor	Norwegian University of Science and Technology, Norway
Ciprian Daniel Neagu	Professor	University of Bradford, UK
Ferran Adelantado Freixer	Associate Professor	Universitat Oberta de Catalunya, Spain
Krinos Vasileiou	Student	Cyprus University of Technology, Cyprus
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

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

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

Sub-areas

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

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*

- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

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

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

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

The quality assurance policy is described in College's Quality Assurance Handbook (issued in 2016) that includes the routines which are followed by its departments. The handbook follows the principles from CYQAA (Cyprus Agency of Quality Assurance and Accreditation in Higher Education). The assessment system and criteria regarding student course performance are clear, adequate and well-communicated to the students. Quality assurance mechanisms are present and fairly well aligned with international standards. Feedback information from quality assurance questionnaires is centrally collected and analyzed. Then the feedback is sent to the relevant study programme coordinators, where it is further analyzed and possible corrective actions are implemented.

The programme structure is meaningful and relevant for the type of academic journey and industrial experience considered as learning outcomes of the programme. A previous accreditation documentation (in English) is made available. While some sections differ between the accreditation stages, both recommendations and College comments and actions show effort and commitment to implement and improve good practice. No optional foundation year is offered anymore. For the student taking an internship, even the informal reading and writing experience of the logbook for the Industrial Placement is useful as a single piece of documentation.

Students mentioned that they are aware of both the formal and the informal mechanisms, and they regularly make use of informal communication channels to provide feedback to their teachers and the institute. Given the small number of students, it is possible to see close communication with the teaching staff, nevertheless, the college needs to improve the response rate when it comes to questionnaires.

The study programme is weighing its workload, and the workload of the various courses, based on the European Credit Transfer and Accumulation System (ECTS). According to the European Qualifications Framework (EQF) the study programme is at level 5 and clearly meets the qualification certification requirements for its graduates. The learning objectives as well as the assessment mechanisms for each course are clearly described and follow students' progress and competence development throughout the programme. Nevertheless, the college follows a flat assessment structure (i.e., the same assessment for every course) with one exception (two 15 ECTS course, students' select one of the two). The assessment needs to be more agile, for instance, the college can differentiate between more practical focused and theory focused courses, this will allow the college to assess learning outcomes more effectively.

The evaluation and monitoring of the programme take place through different indicators such as the graduation rate, pass rate and questionnaires from students. Although we see variations in the dropout rate from year to year, the college should try to minimize the dropout rate. Although College has a relatively good gender ratio in other study programmes, this particular study programme doesn't have any female students, therefore, the college needs to strengthen and diversify its recruitment.

The selection of students is transparent and is based on a predefined set of requirements for both the English language and the high school degree. In addition, information regarding the study programme is publicly posted on college's website.

Strengths

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

This is a clear 120-credit programme of study with focus on students' professional development and some rigid structure of the assessment scheme applied to all modules.

The English language-based programme defines a niche footprint of the course and audience. English language and qualifications are assessed at admission for international applicants in line, and collaborating with the services from the relevant Ministries. Given some staff research-active academic profiles, the programme benefits of research-informed teaching, that seems encouraged, sustained and implemented by the College. The approach is already acknowledged based on the previous evaluation and response. The teaching staff are knowledgeable and professional, with clear vision of roles and contributions. Moreover, the small class size of this programme allows personal interactions between teachers and students, and efficient monitoring of student progress by teachers, with an appropriate student/staff ratio.

The course syllabuses and course outline clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance. There is a QA handbook and both the teaching staff and students are aware of the procedures. The administration staff show clear understanding of roles and processes to support applicants while following clearly the legal and organisation's standards and regulations.

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.

Almost all of the teaching staff are employed on a part time (P/T) annual/semester-renewable contracts (considering that the two teachers listed as full time have other roles as well): this could be an advantage to allow flexibility given the small number of students to date. Nevertheless, this also makes it difficult to ensure proper follow up of the QA processes and limits development possibilities (e.g., teaching seminar and training), research time and agency from the teaching staff. Greater effort should be paid in recruiting and supporting teaching staff.

For courses and projects that involve industrial placement, there are procedures and requirements in place to ensure sufficient student oversight and support. However, not all students seemed to be aware of the placement opportunities and students' interaction with other students seems to be limited (might be due to the Pandemic, still this is something the college needs to look upon). Therefore, the college needs to take the necessary measures to ensure that all students are aware and make proper use of the industry opportunities, moreover, the college needs to develop arenas for informal learning as a means to further improve students welfare and learning outcomes. The college maintains a good catalogue of relevant industries (for placement purposes), however, the college needs to strengthen industry's participation in designing / revising the study programme in a regular manner.

As already mentioned, courses' assessment follow a flat assessment. The EEC recommends that the college could be more detailed and align/appropriate the assessment with the different courses (e.g., exams and coursework may have different weights).



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	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

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

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*

- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

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

Findings

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

The accreditation is taking place at an institution with well-established brand, course structure and delivery, with relevant local community contribution and understanding. Forms, questionnaires and the QA processes are clear for all parties: management, teaching and administration staff and students. Future growth is expected to produce sustainable development of the programme considered. The use of the Student Handbook includes the necessary information and is acknowledged by students and the teaching staff.

The site, seminar, laboratory and administration rooms are integrated along the lines of the College culture of “one family” - that shows also the focus applied to all active participants. Moreover, student-centered learning, teaching, and assessment are implemented to explicitly to create an engaging and effective learning experience for students by placing them at the center of the educational process.

Strengths

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

The programme comes with very good lists of information, questionnaires and administrative support for staff and students feedback and assessment. Attendance, programme structure and rights and obligations are clearly described. Turnitin is acknowledged as a standard for plagiarism detection.

Research-informed teaching is sustained by the management and staff at least by encouraging staff to publish research work and participate in research project calls for funding. This culture of research active staff transpires back in the academic teaching and delivery, as acknowledged during the interviews.

Student and Staff exchange programmes (mainly Erasmus+) are acknowledged. Soft skills, web-based cloud-hosted VLE platform (ELMS) and flexible equipment available in classrooms are acknowledged as being at the center of L&T activities (page 113). Guest speakers are also mentioned. The student-centred approach is defined to maintain and encourage student engagement in extracurricular activities.

Administration pays attention to prompt information to candidates/applicants, students and staff with regard to applications (mostly related to English language as well as entry permission for international candidates), academic progress and internships, student wellbeing during the programme of studies, and employability. Moderation of assessments seems implemented at administration level.

The interviewed students and staff show a positive attitude for friendly collaborations and academic interaction. Relatively low student numbers to date come through with the advantage of personal feedback and focus that allows a natural student-centred continuous delivery.

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.

Students' sanctions and disciplinary measures are focused on social misconduct. The academic misconduct paperwork could be updated. Extenuating circumstances affecting students' academic performance seem

implemented by the relevant administrative staff - they could receive more visibility in the accreditation documentation and Student Handbook.

The SWOT analysis does not mention the student-centred delivery – neither in strengths nor weaknesses. Collaboration with relevant industry should be strengthened for example building on both alumni as well as other successful College’s programmes to allow students to have an informed professional career path.

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	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1 Teaching staff recruitment and development**
- 3.2 Teaching staff number and status**
- 3.3 Synergies of teaching and research**

3.1 Teaching staff recruitment and development

Standards

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

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

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

Findings

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

The teaching staff involved in the Computer Systems & Networking programme consists of 7 instructors, three of them with full-time contracts (1 is outside computer science, the other is also having leadership roles as an academic dean and the third is highly engaged to external research projects), and 4 of them with part-time contracts. The EEC had the opportunity to meet the 6 instructors (2 of them participated online) delivering the core courses and certified that the number and the profile of the teaching staff is adequate to meet the learning objectives and the required quality standards. In particular, the profile of the teaching staff, which is diverse, with international experience and mostly holding a PhD degree, is the cornerstone to enrich the programme and the learning experience of the students.

The adequate technical and teaching competences of the teaching staff are ensured through two solid and well-designed processes:

1. Recruitment and evaluation processes: The recruitment process is well-designed, fair, and clear. Positions are advertised on the College website, on specialized websites and through social networks, thus reaching broad and specialised target audience. The stable links established by the College with other higher education institutions is also key to disseminate the offered positions effectively. The evaluation of the faculty members follows a clear procedure with public and clear criteria comprising the evaluation by the students, the evaluation by the Dean, the evaluation of the research activity and the evaluation of the commitment with their administrative obligations.

2. Faculty staff training: Ctl Eurocollege provides Faculty members with internal training aimed to improve their teaching skills and to enforce the student-centred teaching methodology adopted by the institution.

Based on the observations of the EEC during the discussion with the teaching staff, faculty members are motivated and passionate about teaching. There is a vocation from the lecturers' side to establish direct and straightforward communication with students, which is eased by the small number of students per group.

The College is fully committed to collecting and analysing the feedback provided by students through anonymous on-line surveys. The analysis of the feedback is duly shared with the faculty staff and actions are put in place to address the suggestions/complaints.

Most faculty staff members develop intense research activity in collaboration with other higher education institutions. The result of their research is transferred to the students' teaching experience with the inclusion of examples, use-cases and complementary learning resources. The College allocates a budget for attending conferences and research events.

Strengths

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

The EEC summarizes the strengths of the programme's teaching staff as follows:

1. Students interviewed by the EEC praised the teaching staff for their supportive attitude and the excellent learning experience provided, which reached and surpassed their initial expectations. The hands-on experience provided by the teaching staff and a clear industry orientation has been pointed out by graduate students as one of the factors that enhanced their employability.
2. The small size groups of the programme enable a personalized learning experience and an individualized follow-up. Faculty staff provide personalized informal feedback during class hours and through e-mail, and a complete LMS is in place to provide detailed formal feedback of the assignments.
3. The profile of the teaching staff is an asset of the programme. The high qualification of the lecturers and their teaching experience guarantee an adequate learning environment.

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 balance between full-time and part-time teaching staff is adequate for the current number of students and provides the College with valuable flexibility to hire specialized teaching staff profiles. However, the programme is expected to grow in the future. In the future, the growth of the number of students should be accompanied by a plan to increase the number of full-time staff. The teaching staff should be involved more actively in the development of the curriculum of the program, especially for the courses they will be teaching. This is challenging if the majority of the teaching staff are part-time (reimbursed per teaching hour, not necessarily continuing their employment for a long period of time). The college needs to make sure that the part time staff (who teach the majority of the courses), have the necessary working time to do not only the actual teaching, but engage with other necessary teaching and learning activities (e.g., provide feedback, consultation to students, pedagogical



development). From the current arrangements it is unclear if and to what extent, the PT teaching staff have this time in their workload. During the site visit we did not receive a clear and explicit answer about that (i.e. the number of working time PT teaching staff have, beyond the typical lecturing and lab working time). Students (either current or alumni) and representatives from the industry and the relevant unions should be involved in the curriculum development/update process. All students should have equal opportunities to work with the industry and this opportunity is not restricted to some students. The lecturers and respective assessment practices should engage more with the content and go beyond memorizing information. The lecturers should receive and have the opportunity to regularly update their pedagogical and teaching skills.

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	Partially compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant

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

Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

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

You may also consider the following questions:

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

Findings

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

When it comes to students' selection and progression, there are appropriate, predefined and published regulations. The number of enrolments is relatively low, therefore every student who satisfies the criteria is offered a position.

The admission criteria are clearly defined and the institution does a very good job in following them, even though the number of applicants is very low, they almost decline half of their applicants due to insufficient compliance to the criteria. Processes are in place to support international students and assess each applicant's background according to the correspondence that is aligned with their origin country. There are predefined processes and admission policies, in which the international office, the administration, but also the academic dean, are involved. The process is transparent and applicants are accepted after a committee examines their applications.

For future and QA purposes, it is a good idea to define the maximum number of enrolments and prioritization criteria.

The institution has very good mechanisms for monitoring student progression and performance, and supportive services (such as IT support, library, labs and welfare department) are in place.

The course material is aligned with Microsoft and Cisco certifications and they encourage students to take the exam in order to also gain the certification after course completion. Students find this as a great opportunity and some have taken the exams.

They added new courses such as IoT in order to introduce the latest technologies and keep up with the industry.

Before the start of the semester, they provide the teaching staff with the material and ask for suggestions and improvements so that they update the material accordingly.

The diploma is accompanied with an appendix that follows the European conventions and regulations.

Strengths

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

The administrative department has a very knowledgeable and hardworking personnel that does an exceptional job in providing all the necessary support to the students. This clearly reflects on the satisfaction that the students appear to have in this supportive environment.

According to students' feedback during this evaluation process, the panel has observed a high level of satisfaction among students, regarding the program and the support they receive. Moreover, from the students' input, the employability of the graduates is very good. Students feedback was very positive for the study program, and the support they received from the teaching staff and other services of the university (e.g., library and labs).

The procedures are very well described based on the quality assurance handbook, allowing transparency and predictability on the selection and assessment criteria.

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 institution seems to lack a strong presence of student feedback on the material and the programme as a whole. Even though they encourage students to take the online surveys and write any anonymous complaints in a publicly available complaint box, students have been observed to be uninterested in giving feedback through these procedures but only through their teaching staff and only for specific course level thoughts.

Moreover, the institution can actively promote the study (e.g., good employability and emerging topics) to attract more informed and diverse applicants. This will help with strengthening the gender balance, increase the enrolment rates and informal learning opportunities, and minimizing dropouts from the programme.

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	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

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

Findings

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

The institution has an online platform where all the courses are organized. Through the platform, the students are provided with the class schedule and all the course material needed for each class.

The platform seems to be well designed and provides all the necessary functionality for students but also for teaching staff to update the students grades on assignments and give feedback. On each assessment, little feedback is given back to the students along with the grade but the institution seems to have taken action and is starting to make sure students are informed about their mistakes and the grading decisions.

The premises of the institution are adequate for the scale of the programme and classes are well equipped with the necessary teaching aids. Labs fairly comply with the necessary equipment to support the practical classes of the programme such as computers, routers, switches and Arduino boards, since the number of students is low. This is in advantage of exposing students to experience working as a team in a hands-on environment since they can share the use of the equipment

The course has a specific target audience which is mostly international students but actions are taken and processes are in place to also attract local and European students. They have regulations and processes that include arrangements with the immigration and the corresponding embassy so that foreign students can be accepted to the programme. The number of female applicants is down to zero, the institution supports that this is due to the nature of the course, but it is also a matter that they are aware of and they already try to take actions, one example is that they offered 50% scholarship to female students who apply for the course on women's day.

The administrative staff does an impressive job supporting the students and giving them guidelines. On the very first day, they provide them with credentials for their online platform and a step by step explanation on how they can use it. They also explain how they can access and use the physical and online library (Cyprus Library Consortium) or any other resources they have access to. They send an introductory email welcoming new students and encourage them to feel free to ask for support anytime. Moreover they arrange individual appointments with students and observe if there are any students that might have special needs but also advise the instructors to inform them if they observe such cases. Regulations are in place so that such students can be given the appropriate care such as giving them extra time, reading out their paper etc.

The learning methods have been observed to be fairly satisfactory for the programme and students are very happy with what they are taught. With the exception of some cases where a theoretical assessment examination required the students to learn something by heart instead of assessing them with questions that ensure the comprehension of the material.

Strengths

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

Good facilities are available for students, with the required hardware and software to meet the learning objectives. The institution has designed a wide range of well-defined student support mechanisms/procedures. Counsellors and welfare support are just examples of good practice in that direction. Administrative staff responsible for providing this support area available in the institution, and students are aware of these support mechanisms.

Students praise the interaction with the teaching staff and their collaborative attitude. This collaborative atmosphere is essential for the students to create their professional networking, thanks to the industrial profile of

the teaching staff. Students have are given access to contemporary learning materials (e.g., via Cisco’s learning platform).

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 library is shared with other study programmes (e.g., Tourism, Management) the computer science part can be modernized (e.g., books and other learning materials), and allow students from the Computer Science study programmes to interact and exchange experiences. Active effort should be made for CS students to know each other and develop informal learning and social learning arenas.

Students are aware of the feedback and complaint procedures and praise the informal communication with teaching staff to address suggestions for improvement. However, it is unclear how and if the suggestions are taken into account. It would be recommended to set up a mechanism to communicate how formal and informal suggestions/complaints have been or are to be addressed (beyond any informal communication that takes place).

The institution should provide all the students well in advance with a more detailed description of the tasks to be developed during the industrial placement and the learning objectives associated therewith. In the same vein, the College should improve the mechanisms currently in place to guarantee the opportunity for all students willing to benefit from the industrial exposure through the industrial placement.

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	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

- 6.1 Selection criteria and requirements**
- 6.2 Proposal and dissertation**
- 6.3 Supervision and committees**

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*

- reports per semester and feedback from supervisors
- support for writing research papers
- participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.

You may also consider the following questions:

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

Findings

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

N/A

Strengths

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

N/A

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.

N/A

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

D. Conclusions and final remarks

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

The EEC reviewed and examined the materials provided by Eurocollege pertaining to its Computer Systems & Networking (2 Years/ 120 ECTS, Diploma) study programme. The EEC had a site visit meeting on 08.03.2023 to gather additional information for the programme. The EEC was presented with detailed information about the program, met with university leadership, teachers, administrators, and current and alumni students, and visited the various laboratories, classrooms, library, administration and some common social spaces. Based on the examination and evaluation of the accreditation materials and the on-site visit, the EEC concludes that all of the standards are met, with one exception of a standard that is partially met.

The EEC identified the following key strengths:

- The small class size of this program allows personal interactions and support between teachers and students, and efficient monitoring of student progress.
- Good employability of the students with reputable companies in Cyprus.
- The faculty members are competent and capable of integrating theory and practice into their teaching, with all of them having Master's degrees and most of them having PhD degrees.
- The information related to the program of study is publicly available. The course syllabuses and course outline clearly define the expected learning outcomes, the content, the teaching and learning approaches, and the method of assessing student performance.
- There is a very good learner-teacher relationship and based on the student feedback there is a good practice of communication between staff and students.
- The intended learning goals are assessed through the use of different mechanisms (e.g., assignments, exams and project deliverables).

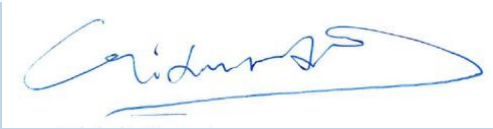



The EEC also highlights some areas for improvement:

- Currently there is no specific policy for the review process of the programme to include input from external stakeholders (e.g., industry) and students' input (e.g., alumni) in a formal context. It is recommended to specify a mechanism with a target to have input from external stakeholders and the graduates. The institution should continue to periodically assess (every 1-2 years) the adequacy and suitability of the learning resources and update the bibliography and the equipment (e.g., programmable boards).
- Strengthening the permanent Computer Science teaching staff, to allow better continuation and development of the courses, at the same time the college can maintain a smaller percentage of part-time teaching staff.
- Make sure that the part time teaching staff have the necessary work time beyond the classroom and lab activities, to accommodate the needed teaching and learning activities (e.g., provide feedback to students, consultation, pedagogical development).
- Implement an agile assessment approach, with a focus on the individual needs of each course.
- Improve informal learning opportunities and the extra-curricular activities of students (e.g., participate to competitions, hackathons and collaborative projects with the industry).



- Strengthen and diversify the recruitment of the programme, currently, the number of applicants is relatively low and there are only males in the programme.

E. Signatures of the EEC

Name	Signature
Michail Giannakos	
Ciprian Daniel Neagu	
Ferran Adelantado Freixer	
Krinos Vasileiou	
Click to enter Name	
Click to enter Name	

Date: 09/03/2023