Doc. Number: 300.1.1

Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report

Program of Study

Institution: CTL EuroCollege.

Program of Study: Diploma in Computer Systems & Networking.

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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:

NAME	TITLE	UNIVERSITY / INSTITUTION
George Spanoudakis	Professor	City, University of London
Costas Mourlas	Associate Professor	National and Kapodistrian University of Athens
George Dafoulas	Associate Professor	Middlesex University
Georgia Kouti	Miss	Student
Andreas Kyprianou	Dr	ETEK

INTRODUCTION:

I. The External Evaluation procedure

- The panel was briefed at the Agency of Quality Assurance and Accreditation in Higher Education by the Director and then accompanied by Mr Petros Theodosiou to the CTL EuroCollege.

- The panel received presentations from the College's directors on the structure, the history and the academic programmes of the university followed by a short presentation from the programme coordinator, as well as the college's librarian and the dean of students. The panel were able to ask questions throughout these presentations and there was an interesting and informative dialogue.

- Following this the panel was able to have separate meetings with full time faculty, external part-time faculty, as well as both postgraduate and undergraduate students studying in four different programmes.

- The panel was able to scrutinize the following documentation:
  - 200.1 Application for Evaluation – Accreditation for Program of Study, and an updated specification of the modules of the programme
  - Administration structure map
  - General descriptive documentation of the college's provision

- This was based on a long discussion with the members of the department and the college involved in the programme delivery. During this discussion, the panel requested clarifications for several questions in the evaluation form.

II. The Internal Evaluation procedure

- The institution provided a comprehensive documentation of the programme, ensuring each section provided sufficient detail for the panel. This has reduced the need for lengthy discussions and minimised the time required for clarification.

- The evaluation considered all aspects of the submitted documentation.

- The staff present at the on-site meeting were welcoming and hospitable. They were also very interactive and informative. The students were really keen to communicate their views and showed genuine interest on the accreditation process.

- The programme coordinator and administrative staff responsible for student welfare showed impressive enthusiasm in presenting their practices.

- The college's executives demonstrated their motivation and commitment in fostering a thriving learning community and offering an excellent educational provision.

- The institution has performed an internal evaluation that was very informative and reflective of the college's standing.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- Organization of Teaching Work

The programme admissions criteria are clearly explained in the documentation, providing sufficient justification for the different classifications of applicants. The college adheres to the national policy of capped number of students in each session with typical sessions having 10-20 students.

The college appears to have an impressive educational process focusing on student well-being and evidence of commitment and passionate support are numerous. This has been witnessed not only during the discussion with staff but during the meeting the students, who expressed the most positive view on the way they have been treated during their study. Academic calendars, curriculum documentation and procedures are all widely disseminated to the college's website. Students have access to a feedback mechanism that includes suggestion box, discussion with academic and administrative staff and even an open-door policy to the student affairs office.

The facilities provided include laboratories, lecture space, seminar rooms and recreational areas. Although the general facilities are deemed more than adequate some concerns were raised in relation to the availability of sufficient number of special purpose computer workstations. Students mentioned that most of their work is done used own computers but the college must reflect whether this specialist programme may require further investment in computer equipment.

Staff responds promptly to student enquiries via email and part time staff may compile frequent questions into lists discussed in class. Students are able to communicate with students also via programme-wide meetings and have several opportunities to participate in evaluation surveys. Students also receive feedback on formative assessment and how to improve their progress with respect to each course. There appears to be sufficient measures and mechanisms for detecting and preventing plagiarism but these could be further disseminated to students.

- Teaching

The students seem to be very happy with the way they are taught and teaching practices seem to be suitable for the learning outcomes. Simple tests are provided as the means for formative assessment and an opportunity to provide feedback to students. Course assessment is described in programme documentation and marking criteria are disseminated verbally to students. All the necessary resources are available in a well-stocked library, e-library resources, also supported by the Moodle platform. Students seem to be very appreciative of the resources provided and especially the learning resources available from the library!

- **Teaching personnel**

There seems to be a business plan based on certain core members of staff who are full time and a pool of specialist staff who are employed part time in order to cover teaching needs. This may pose a risk for staff retention but seems reasonable due to the size of the programme. All staff members have the necessary skills for teaching in the programme, sufficient experience is evident from the CVs provided and the programme seems to be supported by a strong teaching team.

There is a limited number of publications from selected members of staff but there is a lot of teaching experience in the relevant fields. The teaching team is balanced and adequate for the support of the programme. The college has indicated the need to increase research activity amongst staff and some initiatives in the form of small research projects were introduced. Core staff members have a teaching workload in line with the national standard, but the college must ensure that administrative roles are not affecting the capacity to conduct research. The programme coordinator has impressive drive and appears to be in command of a very good teaching team, while performing a really effective administrative role from designing the programme curriculum to the deployment of supporting infrastructures.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

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

The programme has a comprehensive list of objectives that are suitable for the level of study. The mapping of the learning outcomes to the various topics described in each course is accurate and reflective of the programme. The programme curriculum is strongly founded by the identified objectives and provides a balanced set of generic and specialist subject areas.

The programme is designed in such a way so various courses are aligned to certain industry certifications. This programme seems to equip students with very useful skills for the industry by preparing them for certain certifications. However, the programme due to its two-year duration is not applicable for recognition of a professional body.

Students and staff are informed about the learning outcomes from the programme documentation. There is a clear dissemination plan for all necessary documentation, while students are well informed about how to achieve the learning outcomes. The programme title accurately reflects the programme of study and what students should expect to learn during their study.

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

Overall the content of the modules is adequate.

Most of the programme's modules focus more on classic techniques without covering emerging technologies. This is not inadequate given the strong vocational orientation of the programme and the need to keep it aligned with external certifications and enable it to support assessments related to these certifications. For the same reason, the limited number of general modules and the limited scope that the programme provides for student choice of taught subjects do not create a problem.

The description of teaching methods appears to be generic and not specialised to the needs of individual modules.

- **Quality Assurance of the Program of studies**

The processes and regulations regarding the assurance of quality in the provision programme are fully satisfactory and reflect good practices.

- **Management of the Program of Study**

The appropriate staff have been assigned to different management responsibilities.

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

CTL Eurocollege has actively tried to create a framework of agreements that would enable it to participate in the ERASMUS+ exchange programme (ECHE). The institution has been selected as an Erasmus Charted Institute offering exchange opportunities to staff, students and programmes of study. Initial agreements appear to have been set up with overseas Universities for this purpose.

The degree of the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.

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

The programme is comparable with Diploma level programmes in Cyprus and overseas and aligned to professional certifications. It has also clear employability prospects for its students and in this respect, it meets societal needs. The highly multi-cultural profile of the students of CTL Eurocollege provides also scope for wider societal benefits (multiculturalism, tolerance etc).

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- **Research Teaching Synergies**

There are limited research and teaching synergies as CTL Eurocollege is a teaching oriented institution, which has only recently undertaken some actions with the aim to develop research activities. This does not constitute a significant limitation in this case as the particular programme has a strong vocational orientation and is aimed at preparing students for external certifications.

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

- **Administrative Mechanisms**

Student support is provided by on-line environments and specialized personnel and has been proven adequate and robust in numerous existing courses provided by the Institution.

The committee has been informed that Welfare Officers offer both general and specialist advice on a wide range of issues including immigration, housing, leaving care and benefits. They collaborate with local authorities to ensure that both local and international students are safe and secure.

- **Infrastructures / Support**

The supportive material (books, presentations, exercises, teaching notes) are mainly provided to the students through a usable and user friendly online learning environment internally designed and developed. Due to the correlation of 8 of the courses with similar requirements in CISCO and Microsoft technologies, learning material from CISCO and Microsoft Academy is used for the courses according to an agreement between the parties.

Additional access to both hard copy and e-books is provided through the library and the online subscriptions of the institution. However, studying the course syllabus, a more updated list of suggested books and a more recent bibliography need to be described and given in almost every course.

Special attention is needed for providing to the students access to a laboratory infrastructure for specialized practical assignments or computational equipment enabling students testing the correctness of any program written for server and network administration. The existing laboratory even if it is dedicated for the specific diploma purposes, it provides limited number of working places with relatively poor computational resources. Courses like Windows Server Administration (CSN-221) require from students to get practise in real server environments instead of using simulation tools.

- **Financial Resources**

According to the financial feasibility study given to the committee the teaching labor cost is much lower than operating expenses. In addition, the financial analysis does not cover costs for increasing working places needed for the network and server laboratory or the installation of new computational resources (i.e windows servers, computers connected to the existing Cisco routers) as explained before.

ΔΙ.Π.Α.Ε.
DI.P.A.E.

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AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

5. DISTANCE LEARNING PROGRAMS

N/A

6. DOCTORAL PROGRAMS OF STUDY

N/A

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE[1]

- The programme is designed in such a way that graduates are likely to have significant chances to secure a successful career path due to the alignment of courses to specific industry certifications.

- The programme team has shown evidence of careful curriculum design and development of a programme that meets certain industry needs.

- The institution is a beacon of good practice in the student welfare and support of academic services. In particular the passion and commitment of staff in providing an excellent learning experience are commended.

- The institution seems to have a significant number of part time staff teaching in the programme and that may create issues if several members of staff decide to terminate their contracts.

- The institution has sufficient resources for the delivery of the programme in small scale but there is the need to increase the number of workstations for specialist.

- The documentation is carefully written and attention to detail is evident. However, it is important to rewrite the teaching methodology section to reflect the different methods followed in each course rather than reusing a generic description.

- The industrial placement module is yet another example of how the programme coordinator has demonstrated passion and commitment in putting in place an opportunity to further the careers of the college's graduates. This excellent practice though needs to be carefully planned. Therefore, the CSN224 Project/Industrial Placement should be delivered as two optional courses. The project course should be assessed via a 5.000 words report, while the industrial placement course should be assessed via a placement log and a 2.500 words report.

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

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: CTL EuroCollege

Program of Study: Diplona in Computer Systems & Networking

Duration of the Program of Study: 4 semesters

Evaluation Date: June 10-11, 2017

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
George Spanoudakis	Professor	City, University of London
Costas Mourlas	Associate Professor	National and Kapodistrian University of Athens
George Dafoulas	Associate Professor	Middlesex University
Georgia Kouti	Miss	Student
Andreas Kyprianou	Dr	ETEK

Date and Time of the On-Site Visit: 9th of June 2017

Duration of the On-Site Visit: 1 day

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

	2					
	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.

1.1.1: A detailed description of the requirements is provided in the programme documentation.

1.1.2: Each class is usually attended by 10-20 students.

1.1.3.1: Students have personal accounts allowing them access to the calendar through the platform. They also receive reminders via email and there are several noticeboards used for academic announcements.

1.1.3.2: Detailed handbooks are provided at the beginning of each year with all necessary details of the programme's curricula.

1.1.3.3: The website provides all the necessary details for the modules of the programme that were available.

1.1.3.4: Assignment details are disseminated early on for each class.

1.1.3.5: All necessary guidelines are provided online, and lecturers frequently remind students in class.

1.1.3.6: Students use a suggestions box as well as an evaluation survey to provide feedback to the college. An email reminder is sent for the course and academic evaluation. Students also share their views during meetings with academics and college management.

1.1.4.1: The facilities seem to be adequate.

1.1.4.2: The library services are really good and students are very thankful for the resources they have access to.

1.1.4.3: The laboratories are well organised but there is a concern whether there is sufficient specialist equipment for the specific programme, as well as sufficient number of computers in the computer lab. Students noted they are using their own laptops most of the time.

1.1.4.4: The students' affairs office provides an impressive range of services. The college should be viewed as a national example of good practice in relation to student welfare.

1.1.4.5: Academic mentoring should be formalised.

1.1.5: The dean of students has introduced an open-door policy, while academics

promptly respond to student emails and various requests.

1.1.6: Students receive feedback after assessment on how to improve their results. The feedback is usually provided in class with the use of a presentation.

1.1.7: Teaching staff communicate in class and via email. Sets of questions are collected and discussed in subsequent sections.

1.1.8: Students receive information from the administration team on low performing students as well as low attendance scores in order to provide feedback and support them in improving.

1.1.9: Academics provide additional guidance to low performing students, while the dean of students discusses any issues that may be affecting their performance.

1.1.10: The teaching workload is calculated according to the national standards. A more formal mentoring approach might help supporting new staff. The workload is spread across different semesters.

1.1.11: Students are aware that there is a procedure in place but they are not aware of the exact penalties. The college must reflect whether this is due to lack of explicit reference in the programme handbook or due to the fact that students are not considering plagiarism as an option (e.g. high achievers).

1.1.12: The student affairs office provides all the necessary procedures in place.

Note, additionally:

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

For every year of the programme the college anticipates to recruit 15 students.

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

There is an international student body based on successful recruiting services across several continents.

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

The national standard of 30 students per course section is adhered to.

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

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

1.2.1: Students benefit from clear procedures and very effective teaching practices that support their studies.

1.2.3: Most modules provide simple tests to assess performance. Lecturers can also ask verbally certain questions.

1.2.4: Students learn about assessment criteria verbally.

1.2.5: During the first-year students have an appropriate induction helping them to adjust to higher education studying mode.

1.2.6: The use of Moodle is according to national and international standards.

1.2.7: The college provides all the necessary resources for the successful completion of the programme but care is needed for the teaching material to be regularly updated.

1.3	Teaching Personnel	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.				X	
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:				X	
	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.		X			
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

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

1.3.1: The college is based on a significant number of part time staff. Although they adhere to national standards, they should consider whether this practice may affect their ability to address any urgent staff retention issues in the future.

1.3.2: All the teaching staff have the relevant qualifications for the courses they deliver. The college is mainly focused on teaching provisions, therefore the research output is not very high.

1.3.4: There is sufficient expertise to teach the necessary specialist courses of the programme.

1.3.5: There is lack of specialist research personnel due to the focus of the institution to teaching provision.

1.3.6: The academic staff has sufficient educational qualification for the delivery of this programme.

1.3.7: The institution is based on the involvement of a significant number of part time staff.

1.3.8: The staff/student ration is in line with national standards.

1.3.9: The teaching load of staff is according national standards. There should be consideration for further research opportunities for core staff members.

1.3.10: The college needs to consider the impact of unexpected staff retention issues to its provision of such a specialist programme.

1.3.11: The programme coordinator is an ideal individual for the role and should be viewed as an asset to the institution.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

2.1	Purpose and Objectives and learning outcomes of the Program of Study	1	2	3	4	5
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.					X
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

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

2.1.1: The programme has a clear list of objectives. Each module has a detailed outline of the syllabus that is mapped to the specific learning outcome. Each learning outcome is phrased accordingly to the appropriate level of study.

2.1.2: The programme of study is aligned to a range of certifications and the proposed programme aim is clearly defined.

2.1.3: As a two-year programme, there are no opportunities to receive recognition of any professional body.

2.1.4: The teaching methodology must be changed in each course to provide specific guidelines of how students will be taught and assessed.

2.1.5: There is a clear dissemination plan of all the necessary documentation.

2.1.6: There is a clear description of how the students cover the necessary work and meet the learning outcomes.

2.1.7: The programme title accurately reflects the programme of study.

2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.					X
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.					X
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.					X
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.					X
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.				X	

2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.			X			
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.				X		
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.			X			
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.			X			

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

2.2.5: The programme has a limited number of general modules (CSN 112, CSN124 and MGT223). This is adequate given the strong vocational orientation of the programme.

2.2.6: The module content is adequate. The description of teaching methods however is not specialised to the needs of individual modules and should be revised to reflect these needs. Furthermore, the CSN224 module should be split in two separate modules: one focusing on project and one focusing on the industrial placement. The report that the students should produce for the project should be at least 5000 words to enable the students to describe with sufficient detail their projects and the assessors to assess it. Students, who choose to do an industrial placement should also produce a report of no less than 2500 words describing the technical/computing aspects of the work that they did during their placement.

2.2.8: Some of the programme's modules focus more on classic techniques wihout covering emerging technologies. For example, CSC218 does not cover NoSQL databases. This is adequate given the strong vocational orientation of the programme, and the need to keep it align with external assessments related to Microsoft's and CISCO's certifications. CSN222 does not cover cloud computing despite the title of the module. This mismatch could be addressed by either introducing cloud computing materials into the module or removing the reference to cloud computing from the title of the module.

2.2.9: The programme offers limited flexibility notably the choice between doing a project or an industrial placement (see module CSN224). This is adequate given the strong vocational orientation of the programme.

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.

No students will be studying simultaneously.

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

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

The processes and regulations regarding the assurance of quality in the provision programme are fully satisfactory and reflect good practices.

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					X

	review, is in place.						
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:					N/A	
	2.4.5.1	The provisions regarding unit credits				N/A	
	2.4.5.2	The expected learning outcomes				N/A	
	2.4.5.3	The methodology				N/A	
	2.4.5.4	Course descriptions				N/A	
	2.4.5.5	The program's structure				N/A	
	2.4.5.6	The admission requirements				N/A	
	2.4.5.7	The format and the procedures for student assessment				N/A	
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line					N/	

	with the European and international standards.		A		
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.				X
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.		X		

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

2.4.5: This information is to be provided subject to programme approval.

2.4.6: The successful completion of the programme leads to the award of a Diploma as a sole academic qualification. The programme prepares students for certification examinations, which - if passed successfully - can lead to the award of certificates.

2.4.8: Transfer of credits from previous studies is allowed up to 50% of the total credits of the programme, if previous study has been completed in institutions recognised in their own countries by the relevant authorities and there is evident correspondence between the transferred material and the material of the institution's programme. A transfer of up to 10% of the total credits of the programme is allowed, if previous study has been completed in institutions, which are not recognised in their own countries by the relevant authorities. Credit transfer in the latter case assumes that there is evident correspondence between the transferred material and the material of the institution's programme.

In the case of practical training, note:
- **The number of credit units for courses and the number of credits for practical training**

Practical training is taken by students selecting the Industrial Placement option of the CSN224 module. This module carries 12 ECTS.

- **In which semester does practical training takes place?**

Semester 4.

- **Note if practical training is taking place in a country other than the home country of the institution which awards the higher education qualification**

The industrial placement which is the predominant form of practical training in the programme may only take place in Cyprus.

2.5	International Dimension of the Program of Study	1	2	3	4	5
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.		X			
2.5.2	The program attracts Visiting professors of recognized academic standing.	X				
2.5.3	Students participate in exchange programs.	X				
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.					X

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

2.5.1, 2.5.2, 2.5.3: CTL Eurocollege has actively tried to create a framework of agreements that would enable it to participate in the ERASMUS+ exchange programme (ECHE). The institution has been selected as an Erasmus Charted Institute offering exchange opportunities to staff, students and programmes of study. Initial agreements appear to have been set up with overseas Universities (e.g., University of Barcelona) for this purpose.

Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.

The programme is comparable with Diploma level programmes in Cyprus and overseas.

2.6	Connection with the labor market and the society	1	2	3	4	5

2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.				X
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.				X
2.6.3	Benefits, for the society, deriving from the program are significant.				X

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

2.6.1: There is a clear alignment between the programme and professional certifications.

2.6.2: The application provides evidence for this.

2.6.3: The programme provides clear employability prospects for its students and in this respect, it meets societal needs. The highly multi-cultural profile of the students of CTL Eurocollege provides also scope for wider societal benefits (multiculturalism, tolerance etc).

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.			X			
3.1.2	New research results are embodied in the content of the program of study.		X				
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.			X			
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.		X				
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.		X				
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.		X				
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.		X				
3.1.9	Student training in the research process is sufficient.		X				

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

3.1.1, 3.1.2, 3.1.8, 3.1.9: The programme has a strong vocational orientation and is aimed at preparing its graduates for technical careers requiring the use of particular technologies. Hence, although these criteria is addressed only to a limited extent, this is not a problem for the particular programme.

3.1.3: The institution has recently set up special organisational units (i.e., a research and development committee and a research office) to develop and promote the research activity within it.

3.1.4: There isn't evidence of any significant research activity of the academic personnel of the institution.

3.1.5: There is no external research funding.

3.1.6: There seems to be some seed level internal research funding for activity related to e-commerce. The management of the institution indicated its willingness to develop research and to set a small research budget for this purpose.

3.1.7: A research policy is to be set in the future.

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

4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.					X
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.					X
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.					X

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

Student support is provided by on-line environments and specialized personnel and has been proven adequate and robust in numerous existing courses provided by the Institution.

The committee has been informed that Welfare Officers offer both general and specialist advice on a wide range of issues including immigration, housing, leaving care and benefits. They collaborate with local authorities to ensure that both local and international students are safe and secure, and that they appreciate the responsibilities of living in the community.

Students can access information, advice and guidance through:

- Appointments
- E-mail consultations
- Easy to navigate website of the college
- Paper-based resources
- Complaint boxes where students can inform the administration in any problematic issue

4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.				X	
4.2.2	There is a supportive internal communication platform.					X
4.2.3	The facilities are adequate in number and size.			X		

ΔΙ.Π.Α.Ε.
DI.P.A.E.

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.		X			
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.			X		
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.			X		
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.					X

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

The supportive material (books, presentations, exercises, teaching notes) are mainly provided to the students through a usable and user friendly online learning environment internally designed and developed. Due to the correlation of 8 of the courses with similar requirements in CISCO and Microsoft technologies, learning material from CISCO and Microsoft Academy is used for the courses according to an agreement between the parties.

Additional access to both hard copy and e-books is provided through the library and the online subscriptions of the institution. However, studying the course syllabus, a more updated list of suggested books and a more recent bibliography needs to be described in almost every course.

Special attention is needed for providing to the students access to a laboratory infrastructure for specialized practical assignments or computational equipment enabling students testing the correctness of any program written for server and network administration. The existing laboratory even if it is dedicated for the specific diploma purposes, it provides limited number of working places with relatively poor computational resources. Courses like Windows Server Administration (CSN-221) would better for students to get practise in real server environments instead of using simulation tools.

4.3	Financial Resources	1	2	3	4	5
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.				X	
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.				X	
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.			X		
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.					X

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

The remuneration of the permanent teaching personnel follows the scaling defined by the governmental bodies. Visiting teaching staff salary levels have a relatively low rate based only on contact hours without taking into account content preparation and examination workload. According to the financial feasibility study given to the committee the teaching labour cost is much lower than operating expenses. In addition, the financial analysis does not cover costs for increasing working places in the network and server laboratory or the installation of new computational resources (i.e. windows servers, computers connected to the existing Cisco routers) as explained in the previous section 4.2

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

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
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		

				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.	
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	

The following criterion applies additionally for doctoral programs of study.

6.	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		

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

N/A

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.

N/A

FINAL REMARKS – SUGGESTIONS

The panel suggests the following:

- Revising the existing infrastructure to ensure there are sufficient computing resources for the specialist networking courses but also personal computers for the main lab.

- Rewriting the teaching methodology section of each course to ensure that they provide specific reference to the exact learning and assessment activities that will be taking place.

- Splitting the CSN224 Project/Industrial Placement into two modules and require the students to take one of the two. The project course should be assessed via a 5.000 words report, while the industrial placement course should be assessed via a placement log and a 2.500 words report.

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

Name:	Signature:
George Spanoudakis	
Costas Mourlas	
George Dafoulas	
Georgia Kouti	
Andreas Kyprianou	

Date: Sunday, June 11, 2017