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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:** Computing
- **Programme of study- Name (Duration, ECTS, Cycle)**

**In Greek:**

Programme Name

**In English:**

Diploma in Computer Studies (2 years, plus an optional foundation academic year, 120 ECTS)

- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

**In Greek:** Concentrations



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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

**In English:** Concentrations



## A. Introduction

*This part includes basic information regarding the onsite visit.*

The External Evaluation Committee (EEC) reviewed and examined the materials provided by the Ctl Eurocollege pertaining to the proposed program Diploma in Computer Studies (2 years, plus an optional foundation academic year, 120 ECTS). The program has operated since 2011 and was previously evaluated and accredited by SEKAP.

The EEC had a preliminary remote meeting on 17.9.2021 to discuss the program evaluation process and the one-day site visit held on 23.9.2021. The EEC work was facilitated by digital collaborative tools for preparing for the site visit and the writing of the evaluation report.

The EEC was presented with detailed information about the College and the diploma program. During the site visit, the EEC met representatives of the College, the leadership team for Computing, teaching and administration staff, students and alumni.

Based on the examination and evaluation of the accreditation materials and the remote site visit, the EEC concludes that the required standards are met. The present assessment report describes how the standards are met and provides recommendations and suggestions for improving the program under evaluation.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Prof. Giuseppe Di Fatta</b>	Professor, Department of Computer Science	University of Reading, United Kingdom
<b>Prof. Christina Lioma</b>	Professor and Head of Machine Learning section, Head of Information Retrieval Lab, Department of Computer Science	University of Copenhagen, Denmark
<b>Dr. Daniel Rodriguez</b>	Associate Professor, Department of Computer Science	University of Alcala, Spain
<b>Dr. Andreas Kyprianou</b>	Professional member	Scientific Technical Chamber of Cyprus (ETEK), Cyprus
<b>Mr. Phivos Hadjilarcou</b>	Student	University of Cyprus, Cyprus

## 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 study program is well-organized and effectively delivered. The program was established with clear motivations based on the shortage of professionals with technological know-how in the sector. The topics offered in the programme are appropriate and balanced for the specific purpose. The program structure and the distribution of courses in semesters are clearly and properly identified courses. The intended learning outcomes of the programme have been clearly defined, and the department provides appropriate learning opportunities and facilities to the students of the programme. The department implements a flexible process of teaching and learning, which ensures the quality of the provided programme. The language of instruction and all the teaching material are in English.

The academic staff teaching the courses have the appropriate qualifications, consistently with the program. The courses are taught by permanent staff and non-permanent staff. All permanent faculty members hold degrees higher than the offered one. Their teaching load is consistent with the sector. The programme helps the students who graduate from the programme for their future employment. The department also provided detailed information about the profiles and statistics of the students enrolled in the programme.

Ctl Eurocollege has appropriate internal regulations and processes for the introduction of new programs of study, their development, monitoring, evaluation and review.

The program is not fulfilling ETEK requirements for registration.

## Strengths

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

The ECC found that the programme has been offered to students at international standards for topics, quality of teaching, resources and infrastructures. The content and topics covered by the programme are consistent to the objectives of the program, and appropriate to support the development of the students' general competencies, where the students not only get the chance to build their technical background, but also have the opportunity to build their communication and teamwork skills. The program prepares students for the industry offering them the possibility to get certifications from CISCO and Microsoft.

The EEC found a well-balanced mixture of foundational topics (such as Calculus) and applied topics (such as programming). Some specific courses include practical activities in which state-of-the art technologies are learned and tested, and such knowledge is evaluated by means of project work.

## 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.*

Some form of "Pastoral Care" should be offered to the students in order to assist them during their studies and to advise them in case of need. A typical system provided by other institutions is the allocation of an academic mentor to each student with periodic meetings (e.g., once per semester). This type of support is complementary to the general academic support already given on the content of a course by the lecturers.

More hands-on activities can be offered to build up practical experience and skills.

It could be useful to have in place policies on business continuity and disaster recovery for all labs.

Formal training for lecturers on teaching practices should be offered. It should be mandatory for newly appointed junior staff and available to all academic staff as an opportunity for professional development.

Further cooperation with industry can be established so as to enrich the program. In particular, consideration should be given to the possibility of obtaining some certifications currently offered to the students as part of their studies, at no additional cost.

**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 panel found that the process of teaching and learning of this programme is appropriate to the topics covered by the programme, and the delivery of the programme is also appropriate for the expected learning outcomes. Students are provided the chance to provide their suggestions to the programme. The department provides a supportive and encouraging learning environment to students, where students are not only supported by faculty members but also by the well organized administrative team. In addition, the department has also provided an encouraging environment to the teaching faculty members. The structure of the program reflects well the student needs for both what concerns education and personal wellbeing. The department implements a flexible process of teaching and learning which ensures the quality of the provided programme. The carried out teaching methods are appropriate to ensure that theory and practice are interconnected in teaching and learning.

### Strengths

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

The program is motivated by a strong strategic aim to fill specific gaps in the job market without the extra cost of full academic studies for a longer BSc program.

The students appreciate the hands-on approach of the courses very much, which is in line with the strategic aim.

The excellent student to teacher ratio creates trust and a very positive atmosphere between students and teachers, where learning can flourish. Students praised this themselves.

The program has been delivered at an international standard. The students on the program have been well looked after, particularly during the Covid-19 pandemic.

### 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 program and some of its courses are oriented to the MS and Cisco certifications. However, the certification tests do not seem popular with the students. An analysis of the factors hindering the students to take the tests should be carried out in order to identify possible solutions (incentives, extra support). The department should aim at increasing the number of students taking the Certification tests.

An internal and formal moderation process for all assessment elements of the courses should be introduced within the department.

The department should consider the establishment of an industrial advisory board (IAB) including members from the department and from local industry. The IAB should have periodic meetings (e.g., once per semester) to allow an exchange of opinions on relevant topics for a continuous program review, such as employment needs of the relevant industry and technological advances that can change quite rapidly in this field.

The PC laboratories would benefit from some improvements (e.g., larger monitors and a policy to upgrade computers).

The courses should adopt a light-weight questionnaire mid-way to give lecturers immediate feedback, which can be addressed in the latter half of the course. This will complement the more weighty end-of-course questionnaire for course evaluation. Students will also see that their feedback is actively addressed during the course.

Student feedback should be aggregated (without personal information) and communicated back to the students.

**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.*

There are some central procedures to support staff induction and staff development. However, these are not systematically structured and there is no training activity menu. On the positive side, the EEC found that the university is supporting its staff to undertake research and publish their research findings.

During the visit, the teaching staff was praised by the students and the alumni for both the quality of the teaching and the level of support received.

There is a good student-staff ratio and a very positive relation between teachers and students. Considering that there is no formal training offered to teaching staff, the department should introduce a scheme for peer-review of teaching enabling good practices to be shared.

Some teaching staff members do not have a doctoral degree and some are in the process to obtain one. Research activities should be promoted and supported more.

### Strengths

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

The staffing base and the low number of students have contributed to an excellent Student-Staff Ratio (SSR). Staff expertise is consistent with the program of study and it seems that they receive appropriate support to undertake research. Teaching staff are research-active, overall.





There is overall excellent quality of teaching and support received by students. As a whole, the teaching staff is highly commended by the students.

### 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 has identified a lack of training support for staff and therefore, it recommends the development of a systematic central support menu with regards to staff induction, mentoring and further development. The EEC has also realised that there are no procedures for staff peer review and therefore it recommends the development and implementation of a relevant procedure for peer-review of teaching that enables good practices to be shared. In particular, a minimum of didactic & pedagogical training should be compulsory to all newly appointed junior staff. Research activities should be promoted and supported more.



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	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.*

The processes and structures of student admission, progression, recognition and certification are appropriate, pre-defined and publicized. There are appropriate plans to support student progression and attainment. Academic advisors are available to support and monitor student progression. The grading and degree classification systems are comparable to other national and international Higher Education Institutions.

In addition, the EEC has observed that there are clear policies and procedures supporting students' feedback, however this feedback does not return to the students.

There are not many female students. The gender gap is a general and important issue to be addressed. This can be achieved, for example, with a targeted marketing campaign.

The department monitors the student performance and wellbeing, and supportive services are in place.

##### Strengths

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

Students receive a booklet with all processes and regulations upon admittance. This is a very good practice.

Students' progress given the learning outcomes is continuously monitored with exams, tests, projects, practical assignments. Students receive constructive feedback on their progress in both courses and practical project work. The EEC saw evidence that students receive appropriate certificates and recognition upon completion of the program.

The EEC observed a high level of satisfaction among students about the program of study and the support they receive.

### 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.*

One area of improvement is the number, quality and gender balance of the admitted students. This is a well-known problem in STEM education. The EEC recommends that the institute tries to increase the number of students, and particularly female and well qualified students.

Furthermore, to help the students' progression, procedures supporting students' feedback should take place on a continuous basis and throughout the semester, and not only in the last two weeks of each semester. Moreover, after the analysis of the feedback, the feedback should be returned to students and discussed, otherwise the students do not directly benefit from the changes that might happen.



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 EEC was virtually guided through the department, observing the resources and facilities, and asking questions to the members of academic and administrative staff and students. The overall impression is that the department has adequate resources and infrastructure to meet the present requirements. The department is effective and professional in delivering its learning and teaching activities.

As the student number in the programme is small, the teaching rooms are suitable for theoretical, practical and laboratory lessons. The teaching staff of the department provides timely and effective feedback to their students. The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach this programme. Physical resources and support services to the student are adequate. It is worth noting that during the pandemic period when premises were closed, teaching was not influenced as the proper infrastructure was in place to support remote teaching.

### Strengths

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

The administrative staff is well organised and provides high quality support. The department is well managed and resources are adequately used to provide excellent quality of services and outputs. The academic faculty is a united and cohesive group working together to advance the quality of research and teaching in the department. The small size of the department allows for effective informal solutions to operations issues. Students are highly satisfied with the quality of learning and teaching resources. Staff expertise is relevant to the program of study. A key strength in the department's learning and teaching activities is the academic support given to students throughout their studies.

### 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 process of student appeals that ends up to the disciplinary committee should make sure that students have the right to bring a representative of their choice to hearings with the academic dean. In addition, student members to the various committees should be selected by the body of the students without faculty involvement.

**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.

NA

### Strengths

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

NA

### 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.

NA

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
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 the Ctl Eurocollege pertaining to the Diploma program under evaluation. The one-day site visit was held on 23.09.2021.

The EEC was presented with detailed information about the degree program. During the site visit, the EEC met the college and the department leadership peers and met the academic and administration staff. It also met current and past students.


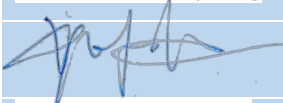

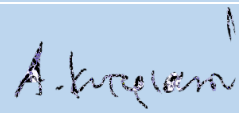

Based on the examination and evaluation of the accreditation materials and the remote site visit, the EEC concludes that the required standards are met.

The EEC identified a number of key strengths that make the program likely to succeed in attracting applicants and to provide valuable graduates to the industry of the sector.

The EEC also identified a number of key areas for improvement and therefore, the following recommendations are made:

- Some form of “Pastoral Care” should be offered to the students in order to assist them during their studies and to advise them in case of need.
- More hands-on activities can be offered to build up practical experience and skills.
- Formal training for lecturers on teaching practices should be offered. It should be mandatory for newly appointed junior staff and available to all academic staff.
- Further cooperation with industry can be established so as to enrich the program. In particular, the department should consider the establishment of an industrial advisory board.
- Considerations should be given to the promotion and uptake of the industry certifications offered to the students, aiming at increasing the number of students taking the Certification tests.
- An internal and formal moderation process for all assessment elements of the courses should be introduced within the department.
- The PC laboratories would benefit from some improvements (e.g., larger monitors and a policy to upgrade computers).
- The courses should adopt a light-weight questionnaire mid-way to give lecturers immediate feedback.
- Student feedback should be aggregated (without personal information) and communicated back to the students.
- An internal process of peer-review of teaching should be adopted.
- Research activities should be promoted and supported more.
- The number, quality and gender balance of the admitted students should be given consideration.
- The process of student appeals that ends up to the disciplinary committee should make sure that students have the right to bring a representative of their choice to hearings with the academic dean.
- Student members to the various committees should be selected by the body of the students without faculty involvement.

## E. Signatures of the EEC

Name	Signature
Prof. Giuseppe Di Fatta	
Prof. Christina Lioma	
Dr. Daniel Rodriguez	
Dr. Andreas Kyprianou	
Mr. Phivos Hadjilarcou	
Click to enter Name	

**Date:** 01/10/2021