Doc. 300.1.1

Date: 17 March 2022

External Evaluation Report

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

- **Higher Education Institution:**
  A. C. American College
- **Town: Nicosia**
- **School/Faculty (if applicable):**
- **Department/ Sector: ICT**
- **Programme of study- Name (Duration, ECTS, Cycle)**

  In Greek:

  Δίπλωμα στην Πληροφορική

  In English:

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

  In Greek: Concentrations
  In English: 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 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (EEC) had a preliminary remote meeting on 23.2.2022 to discuss the program evaluation process. On 9.3.2022, the EEC visited A. C. American College online and met faculty members, staff and students remotely with an online video conferencing tool in order to evaluate the 2-year (120 ECTS) Diploma Program in Computer Science. The visit was arranged and facilitated by Natasa Kazakaiou, representing the Agency of Quality Assurance and Accreditation in Higher Education. Before the online visit, the EEC members were provided with relevant program documents and videos to review. The EEC was presented with detailed information about the college and the Diploma program. During the visit the EEC requested and received additional material including statistics and policies. During the site visit, the EEC met college leadership peers and professors, instructors and administrators. It also met current students from this program. Based on the examination and evaluation of the accreditation materials and the remote site visit, the EEC concludes that the program under evaluation is fully compliant with some standards, and either partially or non compliant with some standards. The present assessment report describes and justifies the above assessment and provides recommendations and suggestions for improving the program under evaluation.

B. External Evaluation Committee (EEC)

Name	*Position*	*University*
Christina Lioma	Professor	University of Copenhagen
Eleni Mangina	Professor	University College Dublin
Michail Giannakos	Professor	Norwegian University of Science and Technology
George Savva	Student	Cyprus University of Technology
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

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

1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

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

1.1 Policy for quality assurance

Standards

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

1.2 Design, approval, on-going monitoring and review

Standards

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

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

1.3 Public information

Standards

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

1.4 Information management

Standards

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

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

You may also consider the following questions:

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

Findings

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

The program under evaluation is a 2-year (120 ECTS) Diploma in Computer Science. It was first accredited in 1999, and has therefore been in operation for more than 20 years. The program is subject to quality assurance procedures by the College. These procedures have a formal status, operationalised by an Internal Quality Assurance Committee. This committee has clearly defined tasks and procedures. However there is a divergence between the formal procedures and their implementation, because no student representative seems to have attended recent meetings of this committee. We elaborate on this point later.

The Diploma program under evaluation is designed with overall objectives that have explicit learning outcomes. Students have the opportunity to be involved in the design of the program through their representation in the Internal Quality Assurance Committee, which however is not actually implemented at all times. Overall, the program is subject to a formal institutional approval process.

The program design reflects the four purposes of higher education of the Council of Europe. The program is designed so that it enables smooth student progression. The expected student workload is defined in ECTS, however the EEC finds that some of the curriculum material is too thin for the corresponding ECTS. This point is discussed further down in this section. The program includes placement opportunities. Successful completion of the program results in a qualification that is clearly specified and communicated.

The content and the learning outcomes of the updated curriculum of the Diploma in Computer Science are in line with the current standards and expectations in the sector, although it could benefit with some changes. During the online visit it was clearly stated that the 120 ECTS Diploma in CS are 50% of the 240 ECTS of the BSc in Computer Science, which is compliant with quality assurance policies and aligned to a level of a Diploma. The program structure and course distribution in semesters are clearly and properly identified with a coherent list of courses, although the course descriptions could benefit from a detailed review process.

The academic staff teaching the courses have the appropriate qualification, consistently with the program. Their teaching load is consistent with the sector. The programme has invested on staff with potential of career development and enthusiasm to teach in the programme, while they are also active in research.

The program was developed to meet the expectations of the local employment conditions in Cyprus. The future employability statistics should be comparable with other programmes' employment statistics in the Department or similar programmes in Cyprus.

Strengths

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

The small class size of this program allows personal interactions between faculty and students, and efficient monitoring of student progress by faculty members, with appropriate student/staff ratio. Having said this, there should be a minimum number of students per class to ensure social interaction, agency, and to enhance the sense of belonging in a class. This minimum critical mass of students is unfortunately not always achieved in this program. We return to this point later. It is a positive result for this Diploma to see that on average approximately 50% of the

students who graduated have progressed to further studies, while a significant portion of the rest have found employment.

Regarding student dropout, according to the extra material supplied to the EEC by the college, in recent years student dropout has been as follows:

- In 2017/8: 1 out of 8 students withdrew after year 1 (he was male)
- In 2018/9: 1 out of 8 students withdrew after year 1 (he was male)
- In 2019/20 & 2020/1: no student withdrew after year 1 or year 2

On the basis of the above, dropout rates in the period 2017-2021 have varied from 12.5% to 0%. These rates are very good, and it is a very positive development to see a decrease in dropout in recent years.

Regarding student progression to further education or employment, according to the extra material supplied to the EEC by the college, in recent years students have progressed as follows:

- In 2017/8: 4 students graduated and continued their studies, and 2 graduated and were employed. It is not clear how many students graduated and did not find employment that year.
- In 2018/9: 4 students graduated and continued their studies, and 3 graduated and were employed. It is not clear how many students graduated and did not find employment that year, but considering that the intake of the previous year was 8 students and that no students failed year 2, it seems that 1 student graduated and did not find employment. This means that the rate of progression to further education was 50%, to employment was 37,5%, and to unemployment was 12,5%.
- In 2019/20: 3 students graduated and continued their studies, and 3 graduated and were employed. It is not clear how many students graduated and did not find employment that year, but considering that the intake of the previous year was 8 students and that no students failed year 2, it seems that 2 students graduated and did not find employment. This means that the rate of progression to further education was 37.5%, to employment was 37,5%, and to unemployment was 25%.
- In 2020/1: 4 students graduated and continued their studies, and 2 graduated and were employed. It is not clear how many students graduated and did not find employment that year, but considering that the intake of the previous year was 6 students, it seems that there were no unemployed graduates. This means that the rate of progression to further education was 75%, to employment was 25%, and to unemployment was 0%.

On the basis of the above, unemployment rates in the period 2018-2021 have varied from 25% to 0% more recently. These rates are overall very good, and it is a very positive development to see a decrease in unemployment in recent years. The rates of progression to further education are also very good, overall ranging from 37.5% to 75% more recently. It is a positive development to see students continuing their education at such high rates.

Finally, there is a well balanced mixture of foundational and applied topics in this program.

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.

Currently there is no specific policy of review process of the program to include the external stakeholders' input. It is recommended to specify a policy with a target to have the program review panel and aim on reviewing the curriculum. The scope of this reviewing should include an analysis of the content of each module regarding the market needs in

Computer Science. Special focus should be on the purpose of specific electives and the content of the 40 ECTS Math modules (especially with focus on the progression of the majority of the students).

Based on the extra materials provided to the panel for review, it is noticeable that the review has been recent (January & February 2022) while there was no student representative or alumni participants in any of these meetings. The minutes did not include the detailed discussion and what prompted the Committee to decide on the changes in the curriculum. It is recommended to keep the minutes of the meeting in detail for the future panel to trace the reason for these updates. The industry external committee member should have an active role in the reviews, since the role of the courses needs to be more strategic in the context of the program in consideration of the current expectations of employers. The EEC recommends that student representation is ensured in the internal quality review process (including meetings) at all times. If a student representative is not present, the meeting should not take place.

In terms of the courses available per semester, it is not clear which courses have prerequisites and which do not, as well as how many courses a student is allowed to fail in each semester in order to be able to progress. The EEC recommends that the college enhances the quality assurance practices by engaging and receiving feedback from international or local industry experts in the related field, in order to assure that the program is enriched with hot topics in the field. This will also contribute to the attractiveness of the program.

The programme director needs to communicate in a systematic manner relevant statistics (e.g., number of applicants, student drop-out rate, examination pass rates, etc.) to all related faculty and staff in order to facilitate ongoing monitoring and improvement of the program. Especially given the male dominant student intake, the programme review panel should consider actions to attract more female students.

According to the extra material supplied to the EEC by the college, in recent years the student intake has been:

- In 2017: 8 students (6 male and 2 female), all of them non-EU
- In 2018: 8 students (7 male and 1 female), all of them non-EU
- In 2019: 6 students (4 male and 2 female), 5 non-EU and 1 from Cyprus
- In 2020: 7 students (6 male and 1 female), 5 non-EU and 2 from Cyprus

The above numbers are much lower than the expected intake for this program; according to Annex 4B of the application material, the expected student intake is 15 students. However, between 2017-2020 the actual intake has been approximately 7 students on average, which is less than half of the expected intake. In addition to this, overall the number of enrolled students has been declining in the period 2017-2020. Given the low intake, this is a point of concern and threatens the sustainability of the program. The EEC recommends that a strategy should be defined and implemented in order to increase student intake in the near future.

In terms of student gender, as the above bullet points show, the gender ratio of the annual student intake in the period 2017-2020 has been on average 21% females (specifically, 25% females in 2017, 12,5% females in 2018, 33,3% females in 2019, and 14,3% females in 2020). This is low, but comparable to the representation of females in STEM education globally. A point of concern is that the EEC has seen no evidence of a specific policy, strategy, campaign or initiative to increase the representation of female students. In the four years for which student statistics were provided to the EEC, the intake of female students has varied from 12,5% to 33,3%. This variance in relatively percentages is explained by the low raw numbers, but is also an outcome of the absence of any targeted initiative to attract more female students. The EEC recommends that a strategy should be defined and implemented in order to increase the intake of female students in the near future.

In terms of student profiling with respect to nationality, the majority of students enrolled in this program have a non-EU status. In 2017 and 2018 all enrolled students were non-EU, but in 2019 1 out of 6 students (16.7%) was from

Cyprus, and in 2020 2 out of 7 students (28.6%) were from Cyprus. The increase of students from Cyprus is a positive development because it strengthens the link between this program and the local job market and society at large. Strengthening the intake of local students may also contribute to the sustainability of the program, because local intake is less affected by global epidemics such as the on-going COVID-19 virus than the intake of international students. The EEC recommends that a strategy should be defined and implemented in order to increase the local intake of students to the program.

Furthermore, the nationality of students affects the internship opportunities that students can have as part of this program: due to local legislation in Cyprus, non-EU students in the area of this program are not allowed to be employed. This has been interpreted as not allowing non-EU students to take part in industrial placements, whereas EU students can take part in industrial placements. This is a point of potential discrimination, but the EEC understands that the source of this potential discrimination comes from national legislation and not from the regulations of the college. However, the fact remains that the majority of students in this program may not have the opportunity to gain industrial exposure, which is very valuable in the area of computer science. The EEC therefore recommends that industrial elements are integrated into the program in novel ways that do not breach the national legislation and that make it clear that non-EU students are neither employed, nor financially compensated for their exposure to industrial elements.

Regarding the curriculum, the EEC has the following recommendations for specific courses, which will provide some needed competence that seems to be missing from the current portfolio of courses:

- Offering 5 mandatory Math courses is a high ECTS contribution to a 2-year diploma study program, and combining this with the 4 GE/FE courses that are not connected with essential CS competencies, leaves not much room for important CS courses. This practically means that students have much fewer courses connected with essential CS competencies, which negatively impacts their learning outcomes.
- “CSC103 Computer Programming" is the typical CS1 programming course offered to every CS study program. Renaming it to "Introduction to Programming" would better convey the meaning of the course. The course coordinators can also extend the LOs, describing that the course will be offered in Python.
- "CSC112 Computer Programming II" can be renamed to "Introduction to Object-Oriented Programming".
- "Programming in Java" can be renamed to "Advanced Object-Oriented Programming", and as a selective course can help students who want to advance with OOP and Java.
- In the current set up students can take only 2 courses from the "Major Requirements". It is recommended to allow students to take some of the "Major Requirements" courses as GE/FE. This will allow students to take more than two of these four important courses (HCI, Web Programming, Internship, JAVA).
- English Communication (6 ECTS) and English Writing (6 ECTS) are at a very low academic level, considering that they are worth 6 ECTS points each, and also considering that students need to have acquired basic English qualifications before they can be admitted to the program. The EEC tried to find out how these courses were designed, but it was not possible to establish that. The instructor of these courses was on maternity leave during the visit, and the remaining faculty members could not elaborate. The director of Academic Affairs, who formally approves the outline of all courses, could not give any information about how these courses were designed at that level. These courses need to be upgraded so that the level is higher than what it currently is, and also so that they are equivalent to 6 ECTS (which translates to approximately 165 hours of work for each student).
- Modern Greek I, Modern Greek II, European History and History of Cyprus should not be offered to Cypriot students. Currently there is no formal restriction as to who can take those courses. In addition, Modern Greek I, Modern Greek II, and European History should not be offered to Greek students. European History should not be offered to EU students.

- We suggest removing 1-2 GE/FE (which are largely irrelevant to the learning outcomes of the program) and adding courses that will enable students to develop important relevant skills, for instance, Software Engineering, Web Technologies (and having CSC210 as advanced web development) and App development.

The college was asked by the EEC to provide statistics on student intake, progression and profiling. It is very unfortunate that the EEC was given data only for 2017-2020, considering that the program was first accredited in 1999. When the program has been running for more than 20 years, why were only data on the last 4 years provided? It is not clear to the EEC if such data exists or not.

The college was also asked by the EEC to provide statistics on the number of students taking a course, per course. The statistics provided by the college did not come with any indication as to the year they refer to, nor as to the semester they refer to, in case a course is offered more than once per year. The statistics provided did not include all courses of the program either. No reason was provided for this. In addition, the numbers provided diverge notably from the statistics on student intake and progression that were also supplied by the college to the EEC. With an average student intake of approximately 7 students per year (up to 2021), and an average of 0.5% dropout or failure of a year (up to 2021), it is not clear how there can be 12 students from this Diploma taking Computer Programming II, or 12 students from this Diploma taking Calculus, for instance. The statistics on student intake and progression do not agree with the statistics on the number of students per course.

In addition, the statistics on the number of students per course do not agree with the accounts of the students that the EEC interviewed. Specifically, according to the accounts of the students that the EEC conversed with, currently there is only one student taking the courses: Programming II, Logic, and one of the two English courses. However, no course appears to have less than 10 students taking it according to the data provided by the college.

The above observations indicate that some part of the process of collecting, analyzing, or communicating statistics on students is flawed. This is further supported by the response of the college administration to the EEC request to see anonymised records of English language qualifications for enrolled students. The EEC was informed that the college administration was not able to provide this data because not all student records were in digital form; a large part of student records were in paper format, and it was therefore not trivial to consult every record and provide the EEC with the requested data. The EEC recommends that the process of collecting, analyzing and communicating student and other statistics is upgraded, so that it is digitized, different sources of information are cross-referenced so that contradictions, errors and gaps are rectified, and constructive analytics can be communicated efficiently.

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

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

Overall, practical and theoretical sessions are interconnected. The criteria for the method of assessment and for marking are published in advance. The regulations for assessment take into account mitigating circumstances.

The programme has been in face-to-face mode of learning. Teaching and assessment is focused on developing the ability of students for an independent learning of Computer Science concepts. Although the panel could assess the feedback from the students based on the previous curriculum, the T&L process has shown that the programme considers different modes of delivery although a variety of pedagogical methods is not provided to facilitate the achievement of planned learning outcomes. The implementation of student-centered learning and teaching has not been shown to the panel during the online visit.

The organization and the content of the teaching, learning and assessment activities (as described in each of the courses) are in accordance with the expected quality and quantity. When it comes to the scope, there is a need for some adjustments (as described in section 1). The criteria and mode of assessment are clearly described, and published in advance. From the interviews with the students, the panel noticed some variation with respect to how the students experienced past teaching and learning, something that seems to have been affected by the number of students participating in the courses.

Strengths

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

The updated curriculum contains the internship course, which is a very positive addition to the programme. A rigorous process of logbook and weekly task allocation with predefined student obligations is also added. It is recommended by the EEC to also include the industry hosting organization obligations (in terms of insurance, hours of work, expectations etc.).

Generally, the updated programme assessment is consistent, appropriate, transparent, objective and supports the development of the learner. Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set and adequate numbers of hardware are provided at the labs for the needs of the students. The programme also has support for students with disabilities.

The description of the courses is of good quality, with enough details and appropriate description of the LOs. There is overall good communication between students and teachers and good communication between the teachers. Some lectures are recorded and available to students in that format too.

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 could be reviewed in terms of T&L approaches to promote student-centered learning and increase student autonomy and confidence, which is of high importance for the market needs in Computer Science. The

students need to be exposed to different operating systems (i.e. Linux) through the available servers and desktops. The programme should consider the investment on iMacs as well for the students to familiarize with iOS.

Formal advisory board for the curriculum review should be in place to provide feedback to update the curriculum to the international standards, and inclusion of industry representatives should be mandatory and appropriate minutes to be taken at each meeting. Teaching methods are modern, effective, and support the use of modern educational technologies.

Rigorous internal reporting in terms of the pipeline year on year of students graduating and alumni for future data analysis is highly recommended. This reporting should include the student's progression to industry and academia after the graduation or the advancement of their current career.

The teaching and learning effectiveness is highly linked with the level of expertise of the teaching staff and although seminars on improving didactic and pedagogical practices are available to staff, they are not compulsory. This is a good initiative in the right direction, but it is not sufficient. A minimum form of basic pedagogical training should be compulsory to all new staff before they begin teaching. There is a need for this. The video lectures that the EEC watched were not engaging and showed no use of pedagogical tools. The recorded lecture did not include elements of student engagement, active student-learner interaction, student-student interaction, to mention but a few.

Overall, assessment is appropriate, however all grades should be accompanied by written feedback that makes it clear why the specific grade was awarded and that supports the students in learning what their mistakes were and how they could be rectified. This should be standard practice for all courses and all forms of homework or examination.

Although the description and organization of the courses is of good quality, we noticed that the development of students' competencies and general learning experience varies. This might be due to the low number of students taking this study program, resulting in an absence of social interactions and peer-work. However, we advise that the college should take the necessary actions to strengthen students' social learning and agency (e.g., encouraging students to take active roles), and connect the teaching and learning with real-life challenges and experiences (e.g., highlight the possibilities for internship, offer some problem/project based teaching and learning).

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

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

3. Teaching staff *(ESG 1.5)*

Sub-areas

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

3.1 Teaching staff recruitment and development

Standards

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

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

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

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

You may also consider the following questions:

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

Findings

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

The college ensures that all teaching staff meet the minimum requirements with respect to their educational level and that they are educated in areas very close to the topics they teach. The procedures regarding promotion take into account the quality of teaching and research activity of the staff. It is not clear to the EEC if they also take into account the development of teaching skills and mobility of the staff.

It is not clear how much, if any at all, of the teaching of this program is done by visiting staff. A significant amount of the teaching is done by staff who have yearly contracts with the college.

There are 17 teaching staff responsible for delivering the various courses of the study program (6. Academic / Teaching Personnel and their qualifications). All teaching staff have a relevant M.Sc. degree with some of them having a relevant PhD degree as well. From the discussion with the college it became clear that 2 of the teaching staff are dedicated to the CS study programs and the remaining are shared with other study programs. According to the information provided to the committee, the number of the teaching staff is adequate to support the programme of study, however more teaching staff with core CS background should be recruited if the college expands the number of courses and students participating in CS study programs.

The number of teaching staff is adequate to support the program. The teaching staff rank is appropriate to offer a quality program of study.

Teaching staff have been recruited with appropriate routines.

Students evaluate the educational work and the instructors receive feedback via different routines (via surveys as well as daily interaction and communication).

Research activity is not something that all staff members engage in, but this is not a requirement for teaching staff in a 2 years diploma study program.

Strengths

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

The School has followed good practices in terms of recruitment of new academics staff members with potential.

It is very encouraging that some staff members are very active in research. Between 2019 and 2021, approximately 15000 Euros have been spent annually on research expenses, in the form of wages related to the Cyprus Journal of Sciences, costs related to teaching load relief for research purposes, office equipment needed for research, and online library expenses. It is very encouraging that the budget allocated to such research expenses has been increased to 25000 Euros per year.

It is also very encouraging that in addition to the above research budget, faculty has access to funding up to 1700 Euros per year for participating in research conferences.

It is also commentable that the core CS teaching staff engage with top-tier research and publications, and the fact that the college is proceeding with recent recruitments. It seems that the college wants to invest in future CS program studies, and although the number of core teaching staff is still relatively low, the current actions (e.g., hiring new people, initiating new courses, research budget) are encouraging.

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 recommends a transparent workload model process to be adopted in the School for all staff members with clear admin/teaching/research activities allocation and to be shared at the beginning of each academic year to all academic staff. The School has recruited new academic staff and professional development activities for teaching staff focused on the Teaching and Learning skills will prove impactful in the years to follow on the quality of the teaching and learning in the programme and the reputation of the programme. The panel would advise as well in the future rounds of recruitment to review the curriculum needs of the programme and the research strategy of the School in order to identify candidates with potential to progress within your institution.

The college tries to improve the teaching skills of the teaching staff through activities such as optional seminars, for instance. These efforts are appreciated. As pointed out in the previous section, such efforts should be structured in a more formal way and be made compulsory to new or inexperienced teachers, in order to ensure that no staff begins teaching without a minimum of pedagogical training.

When it comes to the CS study programs, and in particular the program that is under evaluation, the college is in a transitional phase, with recruiting new people, initiating core CS courses and going through an accreditation process. The amount of planning and preparations of the college (e.g., new courses starting from the Spring 2022, getting the programs being evaluated) is tremendous. The majority of those updates have not affected the students' experience

and learning yet, therefore, we would like to highlight that the college and the relevant teaching staff need to implement those updates with care by ensuring the quality and sustainability of teaching and learning (e.g., evaluate and conduct minor adjustments when needed).

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

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

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

Sub-areas

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

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

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

4.4 Student certification

Standards

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

You may also consider the following questions:

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

Findings

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

Admission requirements are in place : A Secondary (High) School Leaving Certificate or equivalent qualifications and proof of English language proficiency (i.e. an average grade of 5.0 in the IELTS examination), which is clearly communicated, but the panel finds that there should be a minimum level of School Leaving Certificate and the language proficiency at a higher level. There are allowances for RPL entry and the students can apply RPL (120/240) and progress to the BSc in Computer Science. Academic advisors and tutors are available to support and monitor student progression. The grading and degree classification systems are comparable to other national and international Higher Education Institutions. The panel has observed that student progression from year to year in the degree program is appropriately monitored and supported by exams and other means of assessment so that students can move forward in their studies. There are very few female students. The gender gap is a general and important issue to be addressed. A strategy should be designed and implemented to address this. The Department monitors that student performance, wellbeing, and supportive services are in place. Academic advisors and tutors are available to support and monitor student progression.

There are pre-defined regulations regarding the selection and intake of students. The number of students is determined, however, the study program's intake seems to be low. Although this might allow teaching staff to focus on individual needs, this might also hinder students' motivation and social learning activities. The study program is a key element in ensuring the progress of the students, and it clearly defines the number and workload of the various courses, and how they are distributed in the 4 semesters. There are also pre-defined and published regulations

regarding student progression, and processes and tools to collect, monitor and act on information on student progression, are in place.

The diploma is accompanied by the diploma annex, and both the diploma and the annex follow the European and International standards.

Strengths

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

There is planning for VPN access for the students of the Computer Science department, there are enough computers in the labs for all students. Their facilities support students with disabilities.

There is a low student to teacher ratio, which contributes to a positive atmosphere of trust, focused teaching and room for dialogue and support for students. Approximately 50% of the students completing the program continue with further studies and a significant part of the rest proceed with industry employment.

The procedures are clearly described, allowing for transparency and planning of course management and resource allocation. Students provided positive feedback for the study program, although they seem to have experienced different courses with different content (compared to the one we see in the description of the study program). This is probably due to the fact that the college updated the study program with courses and content that are going to be available from the next semester.

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.

According to students' feedback during this evaluation process, the panel could not have a clear picture in terms of the satisfaction among students, especially when the communication was difficult with non-EU students. As a result, the panel recommends for the program review committee to revise the minimum English language requirements.

The teaching staff (given the early career level) could be supported from the Institution with career development skills in Teaching and Learning.

The panel also recommends the development of a 5-10 year plan for the programme and the capacity of intake year on year, in order to plan for recruitment activities in EU and abroad and increase the number of applicants and of enrolled students over the next years. Some initiatives could be devised to help attract more female applicants. Examples of such initiatives include: 1) using the current/alumni female students and female graduates as "ambassadors" and inviting them to go back to their high school to talk to and inspire high school students, especially females; 2) setting up a gender-balanced focus group of high school and diploma students in order to gain insights into what aspects of computer science and engineering would attract female students and how these should be communicated to them; 3) having a gender-balanced website and external presence of the university in broader activities (Erasmus+), to the extent that this is possible.

To attract larger numbers of students, it may be helpful to review the modules taught with content highly relevant with current Computer Science market needs, and to actively promote and advertise the positive values and high potential of this program to prospective students and relevant stakeholders.

Although the application is complete, and the plans of the college are coherent (so students' admission, progression and recognition is (or is going to be) well conducted), the limited number of students and potential difficulties in recruiting new students needs to be tackled. This will ensure a smooth operationalization of the described plans. To attract larger numbers of students, it may be helpful to review the courses taught (as advised in Section 1) with content highly relevant with the current IT industry. As described in the presentation of the college, there is a demand of IT personnel in the IT industry who can serve as web-developers, software engineers and programmers in general; therefore the college has an opportunity to provide the needed competencies in its study program and support the Cypriot (and beyond) society with adequately trained personnel.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
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 Department during the online visit described the availability of computer laboratories, designated areas for group and individual work and a library and the teaching and learning resources, which are accessible even during the time of the pandemic. The Department periodically assesses (every 2 years) the adequacy and suitability of these resources and informs the responsible services of the University for their actions. Students appear satisfied with the programme, the teaching staff, and their interactions with the teaching staff. All regulations supporting student progress and satisfaction monitoring are in place. It is to be commented that labs can be used for study periods once they are free from practical sessions from the students.

Overall, the teaching and learning, physical and human resources are adequate to support the current needs of the study program of the college. If the college wants to increase its intake (in the under evaluation, but also other CS study programs, since there is a common use of resources), it is important to assess its resources and conduct the necessary adjustments.

Strengths

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

Student welfare mechanisms for monitoring the sufficiency of student support are in place. Nevertheless, it is recommended to introduce an Equality Diversion Inclusion (EDI) Committee that will strengthen this area, especially with a history of diverse student population and a lack of gender equality. Library services are available but it is recommended to review the database sources the department has access to, in terms of the most impactful sources for Computer Science.

It is to be commented that the labs' needs are reviewed every couple of years to promote requests for the continuous upgrading and maintenance of laboratories and equipment. The panel felt that the review of resources at the labs is adequately planned and ensures the provision of the H/W available but it is advised for the labs to provide access to different operating systems.

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.

Linux operating systems should be included in the servers and/or on some desktops.

The panel recommends in the future to invest on the teaching staff professional development, especially at the early stage of their career, in order to enable growth for progress. In terms of student support, a potential solution could be a "buddy coder" mentor system in order for students to reach out to students at more advanced years of study. Especially when there are students who are in courses with very low attendance, attention is needed as it can impact the students' sense of belonging within the school and isolation can bring high rates of dropout.

The panel also recommends a formal T&L Committee to monitor the T&L processes, curriculum review and resources at all stages taking into account the student and staff feedback with inclusion of an official industry advisory Board and External examiner.

It is recommended to have in place procedures, appropriate training, guidance and support, for teaching personnel, to enable personnel to efficiently support the educational process.

The students are provided with a departmental email account, but communications are not re-enforced through this email, which should be imposed as the official channel of email communication with the students.

The School should consider a rigorous process of data collection in terms of reviewing the pipeline and year on year alumni of the students. There is an under-representation of female students and actions should be taken in order to change the picture of the program, where the students and the staff can identify themselves within the Computer Science sector.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
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.

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

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.

Click or tap here to enter text.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

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 College pertaining to its Diploma Program in Computer Science. The one-day remote (virtual) visit was held on 9.3.2022.

The EEC was presented with detailed information about the program. During the site visit, the EEC met college leadership peers, professors, teachers, administrators and students.

Based on the examination and evaluation of the accreditation materials and the remote site visit, the EEC concludes that most of the standards are met, while some of them are partially or not met.

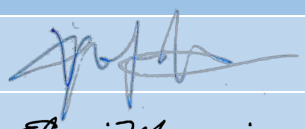
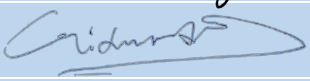
The EEC identified the following key strengths:

- The program enjoys a good staff-student ratio, which means that each student can get satisfactory support.
- Student dropout rates are low, and student progression to further education and/or employment are high.
- Staff expertise is consistent with the program of study.
- There is a well balanced mixture of foundational and applied topics in this program.
- The employability of the students who completed the program is encouraging.
- The program provides good human support to students.
- Students of the program are highly satisfied with the quality of learning and teaching resources.
- The teaching staff of this program are overall active in research and supported at this by the college.

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

- The EEC recommends that a specific policy of review of the program that includes the external stakeholders' input is established and implemented.
- The EEC recommends that student representation is practically ensured at all meetings of the internal quality assurance committee.
- The EEC recommends that the number and gender balance of admitted students is subject to a targeted strategy aiming to improve it.
- A similar strategy to the above should be established to attract higher numbers of students in general, and higher numbers of local students more specifically. Currently the number of student enrolments is much lower than the target set out by the college.
- The EEC recommends a series of changes to the curriculum to ensure that courses not related to the learning outcomes of the program are reduced, the workload of all courses agrees with their corresponding ECTS, and that the naming and content of courses that are necessary and relevant to the learning outcomes of this program is streamlined and uptodate.
- The EEC recommends that the collection, analysis and communication of data such as student statistics by the college is digitised and integrated more closely into the management of the college and of the program.
- The EEC recommends that the college provides compulsory didactic training to all newly hired or inexperienced teaching staff. This is expected to improve the teaching delivery and lead to higher student engagement and interaction, which is currently relatively weak.
- The EEC recommends that a transparent and clearly communicated workload model is implemented to all teaching staff.

E. Signatures of the EEC

Name	*Signature*
Christina Lioma	
Eleni Mangina	
Michail Giannakos	
George Savva	
Click to enter Name	
Click to enter Name	

Date: 17 March 2022