Doc. 300.1.1

Date: 05.02.2025

External Evaluation Report

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

- **Higher Education Institution:**

  Alexander College

- **Town:** Larnaca

- **School/Faculty (if applicable):** N/A

- **Department/ Sector:** N/A

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

  In Greek: Πληροφορική με ειδικεύσεις στην Ανάπτυξη Παιχνιδιών, Τεχνητή Νοημοσύνη και Ανάπτυξη προγραμμάτων

  In English: Computer Science with specializations in Gaming Development, Artificial Intelligence and Software Development

- **Language(s) of instruction:** Greek

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].

- **Programme's status:** Choose status
- **Concentrations (if any):**

  In Greek:
  - Ανάπτυξη Ηλεκτρονικών Παιχνιδιών
  - Τεχνητή Νοημοσύνη
  - Ανάπτυξη Προγραμμάτων

  In English:
  - Gaming Development
  - Artificial Intelligence
  - Software Development

A. Introduction

This report presents the findings of the external evaluation of the BSc in Computer Science with Gaming Development at Alexander College. The evaluation is based on an onsite visit conducted on February 4, 2025, document review, stakeholder discussions, and assessment of compliance with the provided guidelines. During our visit, we engaged with faculty members, students, administrative staff, and external stakeholders to assess the effectiveness, structure, and future potential of the program. The visit was well-organized and the organizers were very responsive to provide additional information upon our request.

Our aim was to ensure that the program meets international academic and industry standards while also addressing local educational and employment needs. The evaluation was structured to provide a comprehensive analysis of the curriculum, learning methodologies, faculty qualifications, student outcomes, and institutional support systems. The observations and recommendations provided in this report are intended to support Alexander College in maintaining and improving the quality of the program.

B. External Evaluation Committee (EEC)

Name	*Position*	*University*
Panagiotis Papapetrou	Professor	Stockholm University, SE
Daniel Russo	Associate Professor	Aalborg University, DK
Simoens Pieter	Assistant Professor	Ghent University, BE
Nikolas Constantinou	Student	University of Cyprus, CY

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:*
  - *is a part of the strategic management of the program.*
  - *focuses on the achievement of special goals related to the quality assurance of the study program.*
  - *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*
    - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
    - *integrates employer surveys to adapt to evolving workplace demands.*
    - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
    - *is published and implemented by all 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*
- *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
- *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
- *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*
    - collaborates with industry experts for curriculum development.
    - conducts joint reviews with external academic specialists to maintain academic rigor.
    - performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.
    - establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.
    - conducts regular feedback sessions with local community leaders for societal relevance.

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*

  In addition, the program has established mechanisms of transparency & communication to ensure that
  - Professional bodies validate program descriptions and outcomes.
  - Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
  - External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
  - Industry-specific & societal information is regularly updated with expert inputs.
  - Alumni testimonials are included for a realistic portrayal of program outcomes.

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
  - *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*
  - *industry trend analysis.*
  - *feedback mechanisms from external partners/stakeholders*
  - *data exchanges with professional networks*
  - *employer insights concerning career readiness*

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

Findings

The BSc in Computer Science with Gaming Development at Alexander College is designed to address industry demands, particularly within the regional context of Cyprus. The program is structured to combine theoretical foundations with practical applications, ensuring that students are well-prepared for careers in the field. Stakeholder meetings are claimed to be held twice per year to assess and refine the curriculum, and a recent transition from C to Java was performed in the curriculum in response to evolving industry standards. However, despite these efforts, formalized industry involvement in curriculum revisions remains limited, and while quality assurance mechanisms exist, they are not fully structured for systematic monitoring and evaluation. Additionally, student mobility and international exposure are constrained due to the predominant use of Greek as the language of instruction.

Student evaluation forms are used for each course, and there is a well-established procedure for collecting, assessing, and evaluating student feedback. Eventually, with the involvement of the director of the program, actions are taken towards the improvement of the modules and course content. The institution also keeps track of alumni to monitor their professional development post-graduation. However, stakeholders should be involved more concretely in the improvement of the curriculum to ensure alignment with industry needs and expectations.

In terms of policy for quality assurance, the program lacks a well-documented formal strategy that ensures clear responsibilities for faculty, staff, and external stakeholders in the quality assurance process. While there are mechanisms in place for student feedback collection and periodic curriculum evaluation, these processes remain informal and lack systematic documentation. Furthermore, there is little evidence of external stakeholder involvement, such as industry partners and alumni, in shaping the curriculum to better align with evolving market needs.

Regarding design, approval, and ongoing monitoring, the program is structured around a clear set of learning outcomes that align with institutional strategy and industry expectations. However, the formal approval process of curriculum changes is not well-documented, making it unclear how student feedback and industry input influence revisions. While the curriculum meets European Higher Education Area (EHEA) standards, the lack of structured external academic and industry stakeholder reviews raises concerns about maintaining rigorous oversight.

In terms of public information, program details, including selection criteria, learning outcomes, and assessment procedures, are published and accessible to students. However, graduate employment data and program performance indicators are not readily available, limiting transparency for prospective students and employers.

For information management, while the institution collects data on student progression and dropout rates, there is no structured mechanism for tracking alumni outcomes or employer satisfaction. The lack of robust data analytics and reporting systems makes it difficult to assess the long-term impact and effectiveness of the program.

Strengths

The program's primary strength is its alignment with local educational and industry needs, particularly by offering courses in Greek, which makes the program more accessible to students in Larnaca and Famagusta. The small class

sizes facilitate a high level of student engagement and individualized learning experiences. Furthermore, the collaboration with Canterbury Christ Church University enhances the academic credibility of the program. The planned integration of AI across multiple courses is an example of forward-thinking curriculum development that aligns with current technological trends.

The programme's pathway on gaming is very strongly linked to the needs of the industry and has been revised frequently in the past years. The proposal of Alexander College to introduce two additional pathways is motivated by industrial and market needs. The addition can indeed lead to an increase in the popularity of the program and in the number of applicants and admissions.

The faculty includes experienced professionals from both academia and industry, which adds practical relevance to the courses and provides students with valuable insights into real-world applications. The institution also maintains a strong commitment to student support services, ensuring accessibility and academic success.

Areas of improvement and recommendations

To enhance policy for quality assurance, the institution should develop a comprehensive quality assurance framework that outlines clear roles and responsibilities for faculty, industry stakeholders, and students. Establishing a formalized, systematic approach to curriculum evaluation, with structured input from industry and alumni, will improve relevance and responsiveness to market needs. Furthermore, a more transparent mechanism for tracking and utilizing student feedback should be implemented to ensure continuous program improvement.

Given the program's orientation towards the industry, the programme should define a clear strategy on the choice of technologies (IDE, framework) and programming tools to be introduced to the students throughout the programme. This vision should be formalized and made accessible to students. The content section of the Course Descriptions should clearly indicate which principles of computer science are covered, and which concrete technologies are used in the course to convey these to the students. It is suggested to more explicitly consider multiple target platforms for game development, including VR, XR and mobile phones.

The progression and interdependence of the different course modules is unclear. Overlap of topics between course modules should be removed, or explicit distinctions should be made regarding the aspects that are covered (e.g. on graph structures and algorithms).

The contents of the programs could be explicitly situated against the ACM curricula recommendations and guidelines, allowing for a better highlight of the strategic choices on the programme's profile made by the institution.

Regarding public information, Alexander College should enhance graduate outcome reporting, providing comprehensive employment data and alumni success stories. More transparent disclosure of program performance indicators will improve visibility and attract prospective students.

For information management, the institution should implement a structured graduate tracking system, incorporating alumni surveys and employer feedback mechanisms. A centralized data analytics platform should be established to monitor key performance indicators, such as student progression, dropout rates, and post-graduation employment trends.

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

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

2. Student – centred learning, teaching and assessment *(ESG 1.3)*

Sub-areas

2.2 Process of teaching and learning and student-centred teaching methodology
2.3 Practical training
2.4 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.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

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.*
- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

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.*
  - *The time allocation for each assessment task isexplicitly stated in course outlines, ensuring students are aware of the expected workload.*
  - *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

Findings

The teaching and learning approach in the program promotes student-centered learning with students being actively engaged in their education. The combination of theoretical knowledge with practical applications is a key characteristic of the curriculum. Many courses include lab work, reinforcing hands-on learning experiences that align with industry practices. The use of modern teaching technologies, including Moodle for course management and access to Springer Nature's digital library, supports an interactive and resource-rich learning environment. However, the diversity of teaching methodologies could be expanded further, incorporating more problem-based learning and interdisciplinary projects.

The institution maintains a close teacher-student ratio, which enables personalized feedback and academic guidance. The faculty's approach to teaching is highly accessible, fostering an environment where students feel comfortable seeking support. However, there is a lack of documented alignment between course learning objectives and overall program goals, making it difficult to track student progression holistically.

Strengths

The modern facilities and infrastructure at Alexander College significantly contribute to the quality of teaching and learning. The well-equipped classrooms and labs provide students with access to the necessary tools for practical application of their skills. The close guidance due to the high teacher-student ratio enhances student engagement and academic support. The institution has invested in state-of-the-art learning environments that foster a productive academic atmosphere, ensuring that students have access to the latest technology and software required for their field.

The integration of hands-on projects, industry-relevant assignments, and internship opportunities ensures that students gain real-world experience before graduation. Additionally, faculty members are accessible and dedicated, fostering a strong learning community.

Areas of improvement and recommendations

To further enhance student-centered learning, the institution should implement a broader range of active learning methodologies, such as flipped classrooms, industry-led hackathons, and collaborative interdisciplinary projects.

For practical training, while lab work is well-integrated into the curriculum, the connection between practical experiences and industry partnerships should be strengthened. The institution should consider developing formal agreements with companies to facilitate structured internships (e.g., internship in industry could lead to earning of ECTS credits) and industry-led capstone projects. Additionally, bachelor thesis project proposals could be more explicitly linked to industry to enhance real-world relevance and employability prospects.

Regarding student assessment, the current approach relies predominantly on written examinations. Expanding the assessment methods to include more project-based evaluations, peer reviews, and oral presentations would provide a more comprehensive assessment of student competencies and foster the development of soft skills. Furthermore, a clearer link between learning outcomes and assessment criteria should be established to ensure transparency in grading and student expectations. The ethical consequences and considerations section in the thesis should be strengthened, as in the provided sample, that section was rather brief. Finally, a stronger research connection should be fostered within the program, ensuring that students are actively engaged in research initiatives of the two research labs at Alexander College and developing analytical skills applicable to their professional careers. This is especially prominent in view of the recently established research labs at Alexander College.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
2	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.*

Findings

The institution has defined an academic career development framework with two distinct pathways that differentiate between teaching-focused and research-active faculty. While this structure is beneficial for balancing educational delivery and research activities, there is a critical gap in software engineering expertise, which impacts the feasibility of launching and sustaining the proposed Software Development pathway.

Currently, none of the faculty members possess a PhD in software engineering, making it not adequate to deliver a curriculum that meets international academic and industry standards in this field. Without immediate hiring of specialized faculty, the program lacks the necessary learning outcomes and practical training elements required for a contemporary software engineering program.

The teaching staff has strong expertise in game development and AI, but there is a lack of structured integration between research and teaching. Research initiatives and student projects are not sufficiently aligned with faculty expertise, limiting the opportunities for students to participate in meaningful, research-driven learning experiences. In the introductory session of the visit it was emphasized that Alexander College is strengthening its research activities, however the ECC did not find evidence during the meeting or on the institute's website about the ongoing research activity outputs, neither on how they were integrated in the curriculum.

Strengths

The faculty is highly motivated and competent in their respective areas, particularly in game development and AI. The institution has implemented professional development opportunities, including pedagogical training and teaching methodologies. Furthermore, the roadmap for expanding research has led to the establishment of two research labs, which, if properly leveraged, could improve teaching-research synergies and provide a more research-oriented educational experience.

Areas of improvement and recommendations

To rectify the significant gap in software engineering expertise, hiring of at least one PhD-qualified faculty member in software engineering is essential. Without this, the Software Development pathway should not be launched, as it would not meet minimum academic standards.

The teaching-research relationship needs to be strengthened, with clearer integration of faculty research activities into student projects and coursework. Establishing formal research collaborations with universities, industry and leveraging existing Memoranda of Understanding can ensure that students benefit from exposure to real-world research challenges.

More structured support should be provided for faculty members pursuing PhDs, particularly in software engineering and AI, to ensure long-term sustainability of the faculty's expertise.

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

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

Findings

Clear procedures are in place for student admission, including a personal intake interview with the program director and head of administration. This ensures that students are well informed about the expectations and requirements of the program before enrolling. The admission criteria are well-documented and consistently applied. Admission

processes are transparent, aligning with best practices in higher education. The institution adheres to national recognition frameworks, ensuring that student qualifications are widely accepted.

Student progression is monitored through internal evaluation mechanisms, including course performance tracking and student feedback. However, while progression monitoring exists, formal interventions to support students at risk of failure are limited. Additionally, there is no structured process for tracking student employment outcomes after graduation.

Recognition of prior learning is in line with national and international standards, including the Lisbon Recognition Convention. However, opportunities for international mobility remain underdeveloped, as the program is primarily conducted in Greek, limiting participation from non-Greek-speaking students.

Strengths

The personal intake interview with the program director ensures that prospective students receive a fair view of the program's expectations, contributing to lower dropout rates.

Areas of improvement and recommendations

A structured alumni tracking system should be implemented to assess graduate employment trends and improve curriculum alignment with industry needs.

To increase international mobility opportunities, the institution should explore offering select courses in English to attract a broader range of students.

The institution should develop and publish formal regulations on how competences obtained at other institutions are accepted or rejected. Priority could be given to map course content from institutions from which incoming students have previously been received, such as the University of Cyprus, to create a more structured and reciprocal recognition system.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
4	udent 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.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

Findings

The institution provides adequate and accessible teaching and learning resources to support the program. Classrooms and laboratories are modern and well-equipped, ensuring that students have access to the necessary technology and infrastructure for practical learning. The IT infrastructure, including access to learning platforms such as Moodle and Springer Nature's digital library, supports students' research and coursework.

Physical resources, including libraries and study spaces, are appropriate for the student population, and facilities are maintained and updated regularly. However, there is limited space dedicated to collaborative projects and research activities, which could hinder the integration of students into research-oriented learning environments.

Human support resources, including academic advisors, administrative staff, and student mentors, provide assistance to students throughout their studies.

Student support services cover a range of needs, including counseling, academic guidance, and mobility support. However, opportunities for international mobility are underutilized, and more initiatives should be put in place to encourage student participation in Erasmus and exchange programs.

Strengths

The institution has well-equipped teaching facilities that provide students with modern learning environments. The availability of online learning resources, including digital libraries and e-learning platforms, enhances the flexibility of learning. The high teacher-student ratio allows for close guidance and personalized academic support. The infrastructure is very modern, comprising lecture rooms, study areas, catering, library, and computer labs. Additionally, students reported that the teaching staff is highly accessible and available, further supporting their learning experience.

Areas of improvement and recommendations

To further improve learning resources and student support, the institution should expand dedicated spaces for collaborative projects and research activities, ensuring that students can engage more in group work and

Further efforts should be made to expand outgoing Erasmus mobility of students, ensuring that they gain international exposure and broader educational experiences.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
5	Teaching and Learning resources	***Compliant***
5.2	Physical resources	***Compliant***
5.3	Human support resources	***Compliant***
5.4	Student support	***Compliant***

D. Conclusions and final remarks

The computer science program of Alexander College, in its current form, has established a clear profile with a focus on Greek as the educational language and the program's scope on gaming development. The program is carried out by highly enthusiastic teaching staff and hosted in state-of-the-art facilities for teaching and learning. The programme has a clear ambition to diversify in terms of educational pathways and to build up a research portfolio.

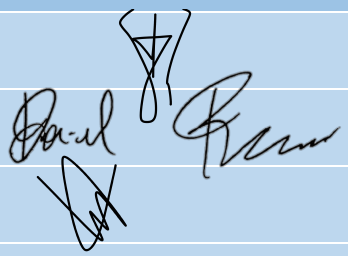
The ambition of Alexander College to improve research activities should be operationalized in terms of student projects, collaboration projects with industry, and structured interaction procedures with industrial and societal stakeholders, both local and international. Strengthening these collaborations will ensure that research efforts translate into practical benefits for students and the broader industry.

The proposed curriculum for the pathway on Gaming Development is well-structured and sound, demonstrating a strong alignment with industry needs. The program effectively prepares students for careers in game development and leverages its faculty's expertise in this area. **The EEC supports the renewed accreditation of this pathway**.

The EEC recommends the conditional accreditation of the AI pathway. However, the proposed curriculum for the AI pathway should be restructured to ensure a solid foundation in mathematical principles, programming frameworks, and machine learning essentials in the early semesters. The incorporation of cloud-based machine learning frameworks should be considered to strengthen links with the industry. In the later stages of the curriculum, there should be an in-depth focus on application domains. In that regard, the foreseen courses on AI in Computer Games and Computer Vision could be expanded with courses on NLP and time series processing. The content of these specifications should primarily be aligned with stakeholder needs. There is a clear synergy to be exploited between AI and gaming development.

The launching of the Major in Software Development pathway is considered high risk due to the lack of specific competencies in the area among current faculty members. At this stage, **the ECC advises against launching this pathway** until the institution can ensure adequate expertise in software engineering through faculty recruitment and curriculum development.

D. Signatures of the EEC

Name	*Signature*
Panagiotis Papapetrou	
Daniel Russo	
Pieter Simeons	
Nikolas Constantinou	

Place and Date: Nicosia, 05.02.2025