

**Cyprus Agency of Quality Assurance and Accreditation in
Higher Education**

Republic of Cyprus

**External Evaluation Report
Program of Study**

Institution: Alexander College

**Program of Study: BSc Computer Science with Gaming
Development**

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INSTRUCTIONS:

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016” [N. 136 (I)/2015].

The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE	UNIVERSITY / INSTITUTION
Miltos Petridis	Professor	Middlesex University
Vasileios Argyriou	Associate Professor	Kingston University
Stelios Kapetanakis	Associate Professor	University of Brighton
Giorgos Longinos	Student	University of Cyprus

INTRODUCTION:

- I. The External Evaluation procedure
- II. The Internal Evaluation procedure

Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

The External Evaluation Committee (EEC) had a investigated thoroughly the provided documentation for the evaluation of the BSc Computer Science with Gaming Development. The structure of the programme, teaching material, members of staff and their relevant documentation were examined. The EEC looked into the course descriptors and have visited the campus infrastructure (Labs, Library, Student Support, Staff Offices and Refectory facilities).

The proposed programme is regarded solid and comprehensive. The committee had adequate information on all aspects of the proposed modules and their structure. Its quality is satisfactory and comparable to the expected international standards related to degrees of the same level.

Based on the Audience of this programme, the course length and its focus market the EEC finds this Degree to be fit for purpose.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- **Organization of Teaching Work**
- **Teaching**
- **Teaching personnel**

Alexander College has a series of processes and procedures to help and organise teaching and learning. Mechanisms are in place to ensure quality and support students.

Module guides, web infrastructure –Moodle- and relevant software are in place to support teaching work. Library resources should improve with specialist content in the area of games and the latest development standards. A continuous overview of the state of the art in the field should be ensured since the Gaming sector is radically changing on an annual basis.

The EEC has noted that the programme will be enriched by external academic and industry expertise. The College seems to have verbal agreements with game companies for potential student project collaborations and other activities.

It is important, as the portfolio of courses grows, for gaming students to keep their distinct identity using more specialised modules. It is recommended for processes to be in place to manage specialised assessment in modules and give opportunities to students to keep their unique programme gains.

It is important to note that serious investment in specialised and library resources is needed as the new programme is deployed (especially for years 2 and 3) in the areas of networking, communications and games itself (primarily). This affects teaching significantly. During the meeting, the EEC was convinced that this will happen. However, it is important for the college to plan in advance to ensure a smooth roadmap for its envisaged students.

The EEC acknowledges the presence of impressive visiting academic expertise.

However, given that the deployment of a four-year course of computer science with gaming development is envisaged, the EEC can see that this will be a serious challenge for the College. Extra teaching resources and expertise should be found and/or developed to solidify their endeavour.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- **Purpose and Objectives and learning outcomes of the Program of Study**
- **Structure and Content of the Program of studies**
- **Quality Assurance of the Program of studies**
- **Management of the Program of Study**
- **International Dimension of the Program of Study**
- **Connection with the labor market and the society**

The aims are suitable but there is a need for realignment and revision of the programme study particularly in the gaming sector. Some changes are required in the gaming programme to align it with current advances and professional practices (e.g. VR, AR technologies, more advanced engines, low level graphic engines). General modules should also be strengthened accordingly to fit with the gaming concept of this degree.

The order of certain modules should be refined to prepare students in a better way and give them the right prerequisites for advanced gaming modules. Vertical integration of themes is also required across the programme.

There is a number of sound quality assurance processes to ensure continuous monitoring and feedback from each and every module and their various stakeholders (students, staff, etc.). However, a lot of it is based on quality assurance processes from the college itself and there is lack of external feedback and alignment to national and international standards (e.g. external examiners).

There are a number of adequate controls and processes that ensure course compatibility to national and international standards. The whole process seems suitably transparent. These are reflected in the course documentation and handbook.

Although Alexander College participates in Erasmus+ there is a lot of improvement for better internationalisation with other academic institutes and industry links. However, the focus on the Greek language (only) it may be a deterring factor in terms of attracting English-speaking students.

A number of good industrial links are available, in sync with the local job market and the gaming industry. However, during the run of this course, these need to scale up to ensure sufficient student employability.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- Research Teaching Synergies

There are several elements of research activity. Alexander Research centre is a positive element for research ethos and environment. However, there is no clear, and direct link between research and teaching. There are policies in place that should help grow research in the areas covered by this programme and there is potential for this to involve students and staff and attract external funding in the future. This is particularly important to be strengthened in the areas of games and enterprise activities. It is important to create strong, cohesive research themes that will fit directly into the learning process and provide opportunities for student involvement.

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

- **Administrative Mechanisms**
- **Infrastructures / Support**
- **Financial Resources**

The existing mechanisms in place are fit for purpose, given the numbers and the nature of expected students.

There is substantial support from the College in regards to infrastructure and any existing student well-being. There is a need for specialised investments, especially for the 3rd and 4th year of the course to provide sufficient resources for the student support. The college management has assured the EEC that this will be in place.

The College is investing in the strategic new development of this course. There was assurance for investments towards library resources, technical resources, guest speakers and staff development. Fees in place appear to be reasonable within the relevant market.

5. DISTANCE LEARNING PROGRAMS

Not applicable

6. DOCTORAL PROGRAMS OF STUDY

Not applicable

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE¹

- The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

The external evaluation committee concludes that the programme of study evaluated here is very satisfactory and in line with similar international programmes. This evaluation takes into account that this is a four-year undergraduate programme in an area not currently taught in the college. The evaluation is based on the assumption that based on the current staffing and resources, these will be strengthened as the programme comes in line to ensure the effective delivery of years 3 and 4 of study where more advanced and research- and practice- informed modules and final project will need to be supported. Based on current staff and resources, the committee is confident that the college can deliver a high-quality programme. However, this will require early planning and staff development and recruitment and commitment to providing specialist and up-to date resources as these become available.

Additionally, the committee proposes the following suggestions for further improvement:

1. Building on good current practice, teaching can be further enriched with the introduction of the latest developments of teaching methods, especially to support the application aspects of the program.
2. There is a need for continuing monitoring of the depth and relevance of the knowledge and skills achieved by students to ensure that they get the correct balance between theory and application.
3. The facilities, mainly hardware and software and access to journals and industry papers and references need to be kept up-to-date and enhanced in the areas of Games technology delivery, especially in areas such as virtual and augmented reality, and software to support games development and gamification.
4. The possibility of short industrial internships or involvement in industry led project should be investigated.
5. A level of external peer scrutiny from academia and industry will enhance the QA of the programme ensuring the effectiveness of teaching and required outcomes.
6. Noting the successful operation of the research institute, there is a need to build research in areas that can influence and inform the programme of study scrutinised here, with more explicit examples of research and industrial practice. This should inform and support the curriculum, ideally with direct student involvement where possible.

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

Doc. Number: 300.1

Quality Standards and Indicators
External Evaluation of a Program of Study

Institution: Alexander College
Program of Study: BSc in Computer Science with Gaming Development
Duration of the Program of Study: 4 years
Evaluation Date: 29th May 2018

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016”.

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

DIRECTIONS: Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution’s corresponding policy regarding the specific quality standard or indicator.

Members of the External Evaluation Committee

NAME	TITLE	UNIVERSITY / INSTITUTION
Miltos Petridis	Professor	Middlesex University
Vasileios Argyriou	Associate Professor	Kingston University
Stelios Kapetanakis	Associate Professor	University of Brighton
Giorgos Longinos	Student	University of Cyprus

Date and Time of the On-Site Visit: 29th of May, 9am

Duration of the On-Site Visit: 8 hours

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES						
1.1	Organization of teaching work	1	2	3	4	5
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.					X
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.					X

1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:					
1.1.3.1	The implementation of a specific academic calendar and its timely publication.					X
1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel					X
1.1.3.3	The course web-pages, updated with the relevant supplementary material					X
1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training				X	
1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment			X		
1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.					x
1.1.4	Adequate and modern learning resources, are available to the students, including the following:					
1.1.4.1	facilities					X
1.1.4.2	library			X		
1.1.4.3	infrastructure			X		
1.1.4.4	student welfare				X	
1.1.4.5	academic mentoring				X	
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.					X
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.					X

1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.					X
1.1.8	Control mechanisms for student performance are effective.			X		
1.1.9	Support mechanisms for students with problematic academic performance are effective.			X		
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.					X
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.					X
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.				X	

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

1.1.3.4 A better dissertation design could be in place including critical evaluation. More modalities for evaluation should be seen. The process could be enriched.

1.1.3.5 External peer review from academia and/or industry will be beneficial. The scrutiny in place is limited by its internal nature. Different modalities to be supported

1.1.4.2 Additional and more up to date specialised books for games will be of benefit to the students

1.1.4.3 Specialised hardware for game development is required. Since this will be required for the 3rd and 4th year of study, this is regarded as a need for future planning and not an imminent request.

1.1.9 Effective mechanisms demonstration should be enriched by including further subject elements (like math) besides English.

The following numbers were provided by the college:

Σημειώστε:

α) τον προσδοκώμενο αριθμό Κύπριων και αλλοδαπών φοιτητών στο πρόγραμμα σπουδών

β) από ποιες χώρες αναμένεται ο μεγαλύτερος αριθμός φοιτητών

γ) τον μέγιστο προγραμματισμένο αριθμό φοιτητών κατά τμήμα

a) 15-20

b) Cyprus

c) 20						
1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.			X		
1.2.2	The methodology of each course is suitable for adults.					X
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.				X	
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.				X	
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.			X		
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.				X	
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.			X		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>1.2.1 For several it seems suitable, however the content requires update to the latest standards</p> <p>1.2.4 EEC has not seen enough evidence to justify adequate evaluation criteria</p> <p>1.2.5 Modern teaching and learning methods (e.g. blended learning, flip learning) should be considered</p> <p>1.2.7 In most cases only a couple of references to the literature are provided. This should be enhanced further</p>						

		1	2	3	4	5
1.3	Teaching Personnel					
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.			X		
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:					
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.			X		
1.3.2.2	Publications within the discipline.			X		
1.3.3	The specializations of Visiting Professors adequately support the program of study.				X	
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.				X	
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.				X	
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.					X
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.			X		
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.				X	
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.				X	



1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.				X	
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.				X	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>1.3.1 There is enough evidence to start the course with the presented staff relying greatly on part time staff and guest speakers. Substantial expertise is required to cover the requirements of the programme</p> <p>1.3.2 PhDs and research contributions in Computer Science should be increased among the members of the teaching staff since this is a 4-year BSc course</p> <p>1.3.7 This is expected to change in the near future, by increasing the full time members of staff</p>						

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS						
2.1	Purpose and Objectives and learning outcomes of the Program of Study	1	2	3	4	5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.				X	
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.				X	
2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.			X		
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.			X		
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.				X	
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.			X		
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.				X	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.1.3 & 2.1.4 Essential elements that are required in the gaming industry are missing (e.g. VR, AR technologies, more advanced engines, low level graphic engines)</p> <p>2.1.6 More research methods and some variety in the teaching and learning process is needed.</p>						

2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.			X		
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.				X	
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.			X		
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.			X		
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.				X	
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.			X		
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.			X		
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.			X		
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.2.1 A revision of the envisaged assessment methods could be considered with emphasis on the modern approaches.</p>						

2.2.3 & 2.2.6, 2.2.7 A revisit of prerequisites should be considered with emphasis on the gaming requirements (e.g. teaching of game engines as a prerequisite to more advanced gaming modules).

2.2.4 Gaming perspective should be more evident in the core modules. The subject of compilers could change from compulsory to optional since the focus of the programme is on games.

2.2.8 More explicit feedback from computing research, enterprise activities and game related research should be reflected in the curriculum.

Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.

N/A

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

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

Quality assurance is fit for purpose for the current level of the development of the College.

2.4	Management of the Program of Study	1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.				X	
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.				X	
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.				X	
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.				X	
2.4.5	Information relating to the program of study are posted publicly and include:					
2.4.5.1	The provisions regarding unit credits					X
2.4.5.2	The expected learning outcomes					X
2.4.5.3	The methodology					X
2.4.5.4	Course descriptions					X
2.4.5.5	The program's structure					X
2.4.5.6	The admission requirements					X
2.4.5.7	The format and the procedures for student assessment					X
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.				X	
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.				X	
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.				X	

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

2.4.2 According to the provided curriculum report several modules (e.g. csc101) contain substantial load that may be accommodated within the given timeframe at an adequate depth of treatment.

In the case of practical training, note:

- The number of credit units for courses and the number of credits for practical training
- In which semester does practical training takes place?
- Note if practical training is taking place in a country other than the homecountry of the institution which awards the higher education qualification

Not Applicable

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

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

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

2.6	Connection with the labor market and the society	1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.				X	
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.				X	
2.6.3	Benefits, for the society, deriving from the program are significant.				X	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.6.1 Relevant Industry accreditations should be considered as baselines (tiga)</p> <p>2.6.2 The use of Greek language may restrict the employability opportunities as well as the number of attracted students.</p>						

3. RESEARCH WORK AND SYNERGIES WITH TEACHING						
3.1	Research - Teaching Synergies	1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.			x		
3.1.2	New research results are embodied in the content of the program of study.			x		
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.			x		
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.				x	

3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.		x			
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.			x		
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.			x		
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.			x		
3.1.9	Student training in the research process is sufficient.			x		

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

3.1.1 Although parts of the teaching team have elements of good research it is not clear how this research informs teaching, especially in the area of gaming. The latest innovation in the gaming industry should be included.

3.1.2 Recent research outputs are present in a number of modules. However, most of the gaming modules and several core ones require strengthening on their research status.

3.1.3 Explicit research resources (related to gaming) have not been seen (human computer interaction devices, sensors, specialised software, etc.)

3.1.5 Members of the teaching staff have been exposed to external non-government funding. However this is not the case in the cognate areas related to this course. This may change in the near future as the team grows and this course matures.

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

4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.				X	
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.				X	

4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.				X	
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.			X		
4.2.2	There is a supportive internal communication platform.				X	
4.2.3	The facilities are adequate in number and size.			X		
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.			X		
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.			X		
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.			X		
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.				X	
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
<p>4.2.1 & 4.2.5, 4.2.6 Core module related books are available. More specialised books should be included in the near future.</p> <p>4.2.3 For the 3rd and 4th year modules more lab space may be required to support them adequately.</p> <p>4.2.4 Specialised equipment (games-related) for years 3 and 4 will be required to run modules efficiently.</p>						
4.3	Financial Resources	1	2	3	4	5

4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.			X		
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.				X	
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.				X	
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.				X	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>4.3.1 The college management assured the EEC that suitable investment will be made to support the course and its academic staff.</p> <p>4.3.3 This was not established during the visit. However, the committee noted the low staff turnover</p>						

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

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.	n/a				
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.	n/a				
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.	n/a				
5.4	Student performance monitoring mechanisms are satisfactory.	n/a				
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.	n/a				
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.	n/a				
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.	n/a				
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.	n/a				
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.	n/a				
5.10	The supporting infrastructures are easily accessible.	n/a				
5.11	Students are informed and trained with regards to the available educational infrastructure.	n/a				
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.	n/a				

5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.	n/a				
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.	n/a				
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.	n/a				
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.	n/a				

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

If the following apply, note “√” in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	n/a
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	n/a

FINAL REMARKS – SUGGESTIONS

The external evaluation committee concludes that the programme of study evaluated here is very satisfactory and in line with similar international programmes. This evaluation takes into account that this is a four-year undergraduate programme in an area not currently taught in the college. The evaluation is based on the assumption that based on the current staffing and resources, these will be strengthened as the programme comes in line to ensure the effective delivery of years 3 and 4 of study where more advanced and research- and practice- informed modules and final project will need to be supported. Based on current staff and resources, the committee is confident that the college can deliver a high-quality programme. However, this will require early planning and staff development and recruitment and commitment to providing specialist and up-to date resources as these become available.

Additionally, the committee proposes the following suggestions for further improvement:

7. Building on good current practice, teaching can be further enriched with the introduction of the latest developments of teaching methods, especially to support the application aspects of the program.
8. There is a need for continuing monitoring of the depth and relevance of the knowledge and skills achieved by students to ensure that they get the correct balance between theory and application.
9. The facilities, mainly hardware and software and access to journals and industry papers and references need to be kept up-to-date and enhanced in the areas of Games technology delivery, especially in areas such as virtual and augmented reality, and software to support games development and gamification.
10. The possibility of short industrial internships or involvement in industry led project should be investigated.
11. A level of external peer scrutiny from academia and industry will enhance the QA of the programme ensuring the effectiveness of teaching and required outcomes.
12. Noting the successful operation of the research institute, there is a need to build research in areas that can influence and inform the programme of study scrutinised here, with more explicit examples of research and industrial practice. This should inform and support the curriculum, ideally with direct student involvement where possible.

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

Name:	Signature:
Prof Miltos Petridis	
Dr Vasileios Argyriou	
Dr Stelios Kapetanakis	
Mr Giorgos Longinos	

Date: 1 June 2018