

Doc. 300.1.2

Date: 25/4/2023

## Higher Education Institution's Response

- **Higher Education Institution:**  
CTL Eurocollege

- **Town:** Limassol

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

**In Greek:**

Συστήματα Πληροφορικής & Δικτύων, 2 χρόνια, 120 ECTS, Δίπλωμα

**In English:**

Computer Systems & Networking, 120 ECTS, Diploma

- **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. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2<sup>nd</sup> column of each table, the HEI must respond on the following:*
  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in \*.pdf format and named as annex1, annex2, etc.*

## 1. Study programme and study programme’s design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	EEC’s/CYQAA’s final recommendations and comments on the HEI’s response
<p>Given the small number of students, it is possible to see close communication with the teaching staff, nevertheless, the college needs to improve the response rate when it comes to questionnaires.</p>	<p><b>1.1</b></p> <p>The QA Officer conducts an anonymous survey among students every semester.</p> <p>Students are requested to complete anonymously the evaluation prior to the completion of classes of each semester. The evaluation is completed with an online survey development tool and is sent to students by e-mail one month prior the completion of classes. The QA Officer is responsible for collecting and presenting the data during the Annual Programme Review meeting.</p> <p><b>Action taken:</b></p> <ul style="list-style-type: none"> <li>• We have revised the procedure <b>Aca_FEP_01_012</b> “Lecturer and Course Evaluation by students”</li> </ul> <p>The following has been added to the above procedure and will be implemented as from Spring 23 in order to improve the response rate.</p> <ul style="list-style-type: none"> <li>➤ The QA Officer together with the Students’ Welfare Officer are responsible for visiting the classes, kindly requesting the Lecturer to leave the room and encouraging students to complete the questionnaire on that particular time.</li> </ul> <p><b>Please refer to Annex 1 “Revised Procedures” (Additions are in bold).</b></p> <p>1. <b>Aca_FEP_01_012</b></p>	<p>Choose level of compliance:</p>

<p>Nevertheless, the college follows a flat assessment structure (i.e., the same assessment for every course) with one exception (two 15 ECTS course, students' select one of the two). The assessment needs to be more agile, for instance, the college can differentiate between more practical focused and theory focused courses, this will allow the college to assess learning outcomes more effectively.</p>	<p><b>1.2</b></p> <p>We would like to mention that the assessment method is included in our Internal Regulations which are approved by the Ministry of Education, Sports and Youth.</p> <p>Exception is given to project base courses, courses that are aligned with internationally recognized professional bodies and industrial placement.</p> <p>For the particular programme exception in the assessment method have the following:</p> <p><b>Final Project</b></p> <p>The final project grade is made up of:</p> <ul style="list-style-type: none"> <li>➤ The practical part and documentation (80% weighting)</li> <li>➤ The oral Presentation (20% weighting)</li> </ul> <p><b>Industrial Training</b></p> <p>The Industrial Training grade is made up of:</p> <ul style="list-style-type: none"> <li>➤ Employer's evaluation (Log Book) 50%</li> <li>➤ Supervisor's evaluation 25%</li> <li>➤ Student's report (Reflective Essay) 25%</li> </ul>	<p>Choose level of compliance:</p>						
<p>Although we see variations in the dropout rate from year to year, the college should try to minimize the dropout rate</p>	<p><b>1.3</b></p> <p>As shown below the highest drop-out rate was during the Covid 19 pandemic. Gradually the drop-out rate is minimized.</p> <p>Academic Year Drop-Outs</p> <table border="1"> <tr> <td>2022 - 2023</td> <td>0</td> </tr> <tr> <td>2021 - 2022</td> <td>1</td> </tr> <tr> <td>2020 - 2021</td> <td>2</td> </tr> </table>	2022 - 2023	0	2021 - 2022	1	2020 - 2021	2	<p>Choose level of compliance:</p>
2022 - 2023	0							
2021 - 2022	1							
2020 - 2021	2							

	<p>2019 - 2020 2          2018 – 2019 3          2017 - 2018 1</p> <p>Possible reasons for drop-outs are:</p> <ul style="list-style-type: none"> <li>➤ Students’ difficulty to follow the programme requirements and weekly assessments due to lack of commitment. The programme includes six (6) courses aligned with CISCO Networking Academy and two (2) courses aligned with Microsoft Technology Association.</li> <li>➤ Financial difficulties due to Covid 19 and the consequences the pandemic had on people.</li> <li>➤ Change in programme of study.</li> <li>➤ Low performance.</li> </ul> <p><b>Actions taken:</b></p> <ul style="list-style-type: none"> <li>• More detailed information and emphasis will be given regarding the standard and requirements of the programme during the interview of candidate students with the Programme Coordinator.</li> <li>• More flexibility on payments will be provided upon request.</li> <li>• We have revised the procedure <b>Aca_OIP_30</b> “Mid-term student feedback”.</li> </ul> <p>We have added the following information:          The QA Officer is responsible for printing and providing the Lecturers with the Mid-term Student Feedback.</p>	
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	<p>A reminder is sent to all Lecturers by the QA Officer to collect the Mid-term Student Feedback.</p> <p>Lecturers are required to send to the QA Officer a brief report regarding the outcome of the mid-term students' feedback and describe whether this process benefited their teaching methods. This information is passed on to the QA and Academic Committee.</p> <p><b>Please refer to:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Annex 1 "Revised Procedures. (Additions are in bold).</b></li> </ul> <ol style="list-style-type: none"> <li>1. <b>Aca_OIP_30</b></li> </ol> <ul style="list-style-type: none"> <li>➤ <b>Annex 2 "Lecturer's Handbook page 15.</b></li> </ul>	
<p>Although College has a relatively good gender ratio in other study programmes, this particular study programme doesn't have any female students, therefore, the college needs to strengthen and diversify its recruitment.</p>	<p><b>1.4</b></p> <p><b>Actions taken:</b></p> <p>In order to promote women in Science (STEM Science Technology Engineering and Mathematics)</p> <ul style="list-style-type: none"> <li>• We offer a number of scholarships especially to candidate female students who fulfill the required criteria</li> <li>• We promote all our programmes through advertising and on our website using also female figures.</li> <li>• On International Women's Day we have published on our social media and on our website 50% reduction on fees for one year for female Candidate students.</li> </ul> <p><a href="http://www.ctleuro.ac.cy/en/blog/1-international-women-s-day">http://www.ctleuro.ac.cy/en/blog/1-international-women-s-day</a></p>	<p>Choose level of compliance:</p>

<p>Almost all of the teaching staff are employed on a part time (P/T) annual/semester-renewable contracts (considering that the two teachers listed as full time have other roles as well): this could be an advantage to allow flexibility given the small number of students to date. Nevertheless, this also makes it difficult to ensure proper follow up of the QA processes and limits development possibilities (e.g., teaching seminar and training), research time and agency from the teaching staff. Greater effort should be paid in recruiting and supporting teaching staff.</p>	<p><b>1.5</b></p> <p>We would like to underline that we do acknowledge the benefits, advantages and importance of recruiting full time staff also for our Institution and for each individual.</p> <p>We would like to mention that in spite our efforts to recruit full-time staff through advertising both on our website and through a professional recruitment platform we have succeeded to recruit two (2) additional part-time staff with the intention to be employed as full-time staff. Both have other engagements at the moment which do not allow them to proceed to full time employment.</p> <p>We would also like to emphasize on the fact that both part- time and full-time staff are:</p> <ul style="list-style-type: none"> <li>➤ Evaluated under the same criteria.</li> <li>➤ Provided the same opportunities for development.</li> <li>➤ Promoted with the same criteria according to our Career Development and Progress procedure.</li> <li>➤ Offered the same training.</li> <li>➤ Offered the same seminars.</li> <li>➤ Offered the same opportunities to participate in research activities and affiliate with CTL.</li> </ul> <p><b>Actions taken:</b></p> <ul style="list-style-type: none"> <li>• Uploaded new advertisement on professional recruitment platform</li> <li>• Registered at the Department of Employment and Labour.</li> </ul>	<p>Choose level of compliance:</p>



	<ul style="list-style-type: none"> <li>Revised the required qualifications as mentioned in the Vacancies on our website.  <a href="http://www.ctleuro.ac.cy/en/students-staff/staff/careers-and-job-opportunities">http://www.ctleuro.ac.cy/en/students-staff/staff/careers-and-job-opportunities</a></li> </ul>	
<p>For courses and projects that involve industrial placement, there are procedures and requirements in place to ensure sufficient student oversight and support. However, not all students seemed to be aware of the placement opportunities</p>	<p><b>1.6</b></p> <p>We would like to verify that the industrial placement opportunity is offered to all students.</p> <p>The Academic Administrators, offer to all students of the particular programme who are on their final semester of study, during the registration period, the option to register either for the Final year project or the Industrial placement.</p> <p>We would like to highlight that during the Covid 19 period (Spring 20, Fall 21 and Spring 21) where all classes were offered online, we did not provide the opportunity for industrial placement therefore final semester students during that period were not informed of this opportunity.</p> <p>The opportunity for physical placement during that period was impossible. Alternatively, online placement was an option since the majority of companies were operating online. The Academic Committee rejected this option claiming that was not beneficial for the students. The Final project option was provided to students.</p> <p>We would also like to emphasize that the procedures followed by the Ministry of Education, Sports and Youth and the Department of Employment and Labour regarding the industrial placement of international students are unclear.</p>	

	<p>Specifically, approval for industrial placement is provided by the Ministry of Education, Sports and Youth only for the Hospitality programmes during summer. Therefore, employers are concerned to employ international students for industrial placement without an official approval.</p> <p><b>Action taken:</b></p> <ul style="list-style-type: none"> <li>• The College issues a confirmation letter to all final semester students in this programme verifying their eligibility for Industrial Placement since it's included in their programme of study.</li> </ul>	
<p>and students' interaction with other students seems to be limited (might be due to the Pandemic, still this is something the college needs to look upon). Therefore, the college needs to take the necessary measures to ensure that all students are aware and make proper use of the industry opportunities,</p>	<p><b>1.7</b></p> <p>We would like to emphasize that during Spring 20, Fall 21 and Spring 21 semesters of study all classes were offered online and students were using college premisses only for practical courses.</p> <p>No extracurricular activities were taking place during this period due to Covid 19.</p> <p>Spring 23 is the second semester which classes are offered conventionally after the COVID-19 and time is required for students to establish networks with their classmates.</p> <p><b>Actions taken:</b></p> <ul style="list-style-type: none"> <li>• All lecturers have been reminded and encouraged to organise educational visits and trips for their students.</li> <li>• In the ELMS platform when a new task /assignment is published the list of student names is visible to everyone.</li> </ul>	

	<p>Therefore, lecturers have been advised to assign an introductory task at the first week of classes aiming to bring students together and meet each other. This information is included in the Lecturer’s Handbook.</p> <ul style="list-style-type: none"> <li>• The suggestion by a member of the Faculty for using the Discord application that provides the opportunity for communication between the students and the Lecturer was given during the Faculty meeting at the beginning of the semester. This information has been included in the Lecturer’s Handbook.</li> <li>• A full-day excursion to Lefkara village is planned on 28<sup>th</sup> April 2023.</li> <li>• A new Students’ Welfare Officer is employed since February 23 and he is in the process of organizing extra curriculum activities for the students.</li> </ul> <p><b>Please refer to Annex 2 “Lecturer’s Handbook” page 9.</b></p>	
<p>moreover, the college needs to develop arenas for informal learning as a means to further improve students welfare and learning outcomes.</p>	<p><b>1.8</b></p> <p><b>Actions taken:</b></p> <ul style="list-style-type: none"> <li>• We have revised the procedure <b>Qua_InP_09</b> “Welcoming mail to students” that is sent at the beginning of each semester a paragraph that informs and encourages students to use the library resources both hardcopy books and electronic databases.</li> </ul>	

	<ul style="list-style-type: none"> <li>• We have organized the following activities: <ul style="list-style-type: none"> <li>➤ Cricket Tournament (11th April 23)</li> <li>➤ Table Tennis Tournament (12th April 23)</li> <li>➤ Chess Tournament (19th April 23)</li> <li>➤ Educational Trip to Choirokitia - Lefkara (28th April)</li> </ul> </li> <li>• We have revised the Lecturer’s Handbook.</li> </ul> <p><b>Please refer to:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Annex 1 “Revised Procedures” (additions in bold).</b></li> <li>1. <b>Qua_InP_09</b></li> <li>➤ <b>Annex 2 “Lecturer’s Handbook” page 9.</b></li> </ul>	
<p>The college maintains a good catalogue of relevant industries (for placement purposes), however, the college needs to strengthen industry’s participation in designing / revising the study programme in a regular manner</p>	<p><b>1.9</b></p> <p><b>Actions taken:</b></p> <ul style="list-style-type: none"> <li>• We have revised the following procedures to include external Advisors: <ul style="list-style-type: none"> <li>➤ <b>Aca_OIP_22</b> “Annual Programm Review”</li> <li>➤ <b>Qua_InP_08</b> “Applications for Accreditation to CYQAA”</li> </ul> </li> </ul> <p><b>Please refer to:</b></p> <ul style="list-style-type: none"> <li>• <b>Annex 1 “Revised Procedures” (additions in bold).</b></li> <li>1. <b>Aca_OIP_22</b></li> <li>2. <b>Qua_InP_08</b></li> </ul> <p>We have implemented as from Spring 23 the new procedure:</p> <ul style="list-style-type: none"> <li>• <b>Qua_InP_12</b> External Examiners</li> </ul> <p><b>Please refer to:</b></p>	

	<ul style="list-style-type: none"> <li>• Annex 4 “Procedures”               <ol style="list-style-type: none"> <li>1. Qua_InP_12</li> </ol> </li> </ul>	
<p>As already mentioned, courses’ assessment follow a flat assessment. The EEC recommends that the college could be more detailed and align/appropriate the assessment with the different courses (e.g., exams and coursework may have different weights).</p>	<p><b>1.10</b></p> <p><b>Please refer to the reply 1.2 above.</b></p>	

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

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	EEC's/CYQAA's final recommendations and comments on the HEI's response
<p>Students' sanctions and disciplinary measures are focused on social misconduct. The academic misconduct paperwork could be updated.</p>	<p><b>2.1</b></p> <p><b>Actions taken:</b></p> <ul style="list-style-type: none"> <li>• We have revised the following procedures to include the information below in order to prevent plagiarism in project and assignment work instead of being only treated as a penalty and an academic offence.</li> <li>• We have organized a training for all Lecturers on 20<sup>th</sup> April 23 regarding the Turnitin tool and how to involve their students. The training will be offered by the representative of Turnitin in Cyprus.</li> </ul> <p><b>“Access to Turnitin has been provided also to students aiming to use it as a tool for plagiarism prevention (maximum three (3) attempts prior to their manuscript’s final submission.</b></p> <p><b>The Lecturer is responsible for providing students with a code or sending them an invitation in order to have access in the Turnitin tool”.</b></p> <ol style="list-style-type: none"> <li>1. <b>Aca_OIP_17_001</b> “Regulations regarding assignments”</li> <li>2. <b>Aca_OIP_18_001</b> “Course Outline”</li> <li>3. <b>Aca_FEP_01_009</b> “Final Project”</li> <li>4. <b>Aca_FEP_01_009_01</b> “Final Project Students’ Handbook”</li> </ol> <p><a href="http://www.ctleuro.ac.cy/en/the-college/library/general-information">http://www.ctleuro.ac.cy/en/the-college/library/general-information</a></p>	<p>Choose level of compliance:</p>

	<p>5. <b>Aca_FEP_01_009_02</b> “Final Project Guidelines for the Faculty”</p> <p>6. <b>Aca_OIP_02_001</b> “Lecturer’s Handbook”</p> <p>7. <b>Swa_InP_01_001</b> “Student’s Handbook”</p> <p><b>Please refer to:</b></p> <ul style="list-style-type: none"> <li>• <b>Annex 1 “Revised Procedures”</b> <ol style="list-style-type: none"> <li>1. <b>Aca_OIP_17_001</b></li> <li>2. <b>Aca_OIP_18_001</b></li> <li>3. <b>Aca_FEP_01_009</b></li> <li>4. <b>Aca_FEP_01_009_01</b></li> <li>5. <b>Aca_FEP_01_009_02</b></li> </ol> </li> <li>• <b>Annex 2 “Lecturer’s Handbook” page 37.</b></li> <li>• <b>Annex 3 “Student’s Handbook” page 16.</b></li> </ul>	
<p>Extenuating circumstances affecting students’ academic performance seem implemented by the relevant administrative staff - they could receive more visibility in the accreditation documentation and Student Handbook.</p>	<p><b>2.2</b></p> <p>This information was included in the revised Doc 200.1 submitted on 3<sup>rd</sup> February 2023.</p> <p><b>Please refer to pages 90-97 “Paragraph 18 Student Welfare mechanisms for monitoring the sufficiency of student support”</b></p> <p><b>Please refer to Annex 3 “Student’s Handbook” pages 7-8.</b></p>	
<p>The SWOT analysis does not mention the student-centred delivery – neither in strengths nor weaknesses</p>	<p><b>2.3</b></p> <p>This information was included in the SWOT analysis in “Strengths” in the revised Doc 200.1 submitted on 3<sup>rd</sup> February 2023 and also was included in the presentation during the accreditation process.</p> <p><b>Please refer to the revised Doc.1 submitted on 3<sup>rd</sup> February 2023 page 105 Swot Analysis “Strengths”.</b></p>	<p>Choose level of compliance:</p>

<p>Collaboration with relevant industry should be strengthen for example building on both alumni as well as other successful College’s programmes to allow students to have an informed professional career path.</p>	<p><b>2.4</b></p> <p><b>Actions taken:</b></p> <ul style="list-style-type: none"> <li>• Increase the number of field visits with the related industries.</li> <li>• Increase of the number of our Strategic Partners.</li> </ul> <p>In collaboration with our Marketing consultants, we approach companies and organisations proposing a Strategic Partnership plan.</p> <p>This Strategic Plan includes:</p> <ul style="list-style-type: none"> <li>➤ scholarships to their existing employees who wish to further their studies</li> <li>➤ offer employability prospects to our graduates.</li> <li>➤ Guest Lecturing</li> <li>➤ Awards to students of academic excellence</li> <li>➤ Internship opportunities</li> <li>➤ Joint research projects.</li> </ul> <p>A mutual promotion plan is agreed by both parties.</p> <p>Our Strategic Partners are uploaded on our website (still under construction)</p> <p>Please follow the link:  <a href="http://www.ctleuro.ac.cy/en/">http://www.ctleuro.ac.cy/en/</a></p> <ul style="list-style-type: none"> <li>• Passed on this information to our students by:           <ul style="list-style-type: none"> <li>➤ Revising the Student’s Handbook to include this information</li> <li>➤ Revising the procedure <b>Qua_InP_09</b> “Welcoming mail to Students” which is sent at the beginning of each semester to include this information.</li> </ul> </li> </ul>	



	<ul style="list-style-type: none"><li>➤ Informing the Student's Welfare Office to promote this information to students</li></ul> <p><b>Please refer to:</b></p> <ul style="list-style-type: none"><li>➤ <b>Annex 3 "Student's Handbook" page 8.</b></li><li>➤ <b>Annex 1 "Revised Procedures"</b><ol style="list-style-type: none"><li>1. Qua_InP_09</li></ol></li></ul>	
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### 3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's/CYQAA's final recommendations and comments on the HEI's response
<p>The balance between full-time and part-time teaching staff is adequate for the current number of students and provides the College with valuable flexibility to hire specialized teaching staff profiles. However, the programme is expected to grow in the future. In the future, the growth of the number of students should be accompanied by a plan to increase the number of full-time staff</p>	<p><b>3.1</b></p> <p>We would like to underline that we do acknowledge the benefits, advantages and importance of recruiting full time staff also for our Institution and for each individual.</p> <p>The College philosophy is to employ highly qualified Faculty with the necessary academic background, research activities, teaching skills, knowledge of curriculum design, pedagogy and subject content.</p> <p>Our mission is to provide high quality and affordable higher education therefore it is clear to us that as the number of students increases at the same time more full-time staff will be employed.</p> <p>We would like to mention that in spite our efforts to recruit full-time staff through advertising both on our website and through a professional recruitment platform we have succeeded to recruit two (2) additional part-time staff with the intention to be employed as full-time staff. Both have other engagements at the moment which do not allow them to proceed to full time employment.</p> <p>We would also like to emphasize that the College operates on self-funding therefore steps for development and expansion are taken very carefully and after consultation with our Business Consultants in order to safeguard the sustainability of the College</p>	<p>Choose level of compliance:</p>

	<p><b>Actions taken:</b></p> <ul style="list-style-type: none"> <li>• Uploaded new advertisement on professional recruitment platform</li> <li>• Registered at the Department of Employment and Labour.</li> <li>• Revised the required qualifications as mentioned in the Vacancies on our website.</li> </ul> <p><a href="http://www.ctleuro.ac.cy/en/students-staff/staff/careers-and-job-opportunities">http://www.ctleuro.ac.cy/en/students-staff/staff/careers-and-job-opportunities</a></p>	
<p>The teaching staff should be involved more actively in the development of the curriculum of the program, especially for the courses they will be teaching. This is challenging if the majority of the teaching staff are part-time (reimbursed per teaching hour, not necessarily continuing their employment for a long period of time)</p>	<p><b>3.2</b></p> <p>We would like to mention that all Lecturers part-time and full-time are involved in the development of the curriculum of the programme.</p> <p>As mentioned in the procedure <b>Aca_OIP_18</b> “Course Syllabus”:</p> <p>New course syllabi are issued during the preparation of the new programmes of study. Full time and part time Lecturers are requested to issue new syllabi according to their field of specialization.</p> <p>An existing course syllabus is reviewed by the Lecturer on completion of the planning for the new semester. The Academic Officer responsible for the planning sends the syllabus to the Lecturer to review.</p> <p>If upgrading is required, the Lecturer informs the Academic Office and the QA Officer. Modifications on accredited courses must not exceed the 10%.</p> <p>The bibliography is upgraded in collaboration with the Librarian. The upgraded syllabus is approved by the</p>	<p>Choose level of compliance:</p>

	<p>Programme Coordinator, the Academic Committee and the QA Office.</p> <p>The QA Officer is responsible for providing the Lecturer or the Academic Advisor involved in this procedure with any existing syllabi of the same topic or field in order to prevent repetition of material taught.</p> <p><b>Actions taken:</b></p> <ul style="list-style-type: none"> <li>We have revised the procedure <b>Qua_InP_08</b> “Applications for Accreditation to CYQAA” to include full-time and part-time Lecturers.</li> </ul> <p><b>Please refer to:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Annex 1 “Revised Procedures”</b> 1. Qua_InP_08</li> <li>➤ <b>Annex 4 “Procedures”</b> 1. Aca_OIP_18</li> </ul> <p><b>Please also refer to the reply 1.5 above.</b></p>	
<p>The college needs to make sure that the part time staff (who teach the majority of the courses), have the necessary working time to do not only the actual teaching, but engage with other necessary teaching and learning activities (e.g., provide feedback, consultation to students, pedagogical development). From the current arrangements it is unclear if and to what extent, the PT teaching staff have this time in their workload. During the site visit we did not receive a clear and explicit answer about that (i.e. the number of working time PT teaching staff have, beyond the typical lecturing and lab working time).</p>	<p><b>3.3</b></p> <p>We would like to mention that the job description of a Lecturer as included in their contracts of employment and in the Lecturer’s, Handbook includes providing feedback, consultation to students, Office hours etc.</p> <p><b>Please refer to:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Annex 4 “Procedures”</b> 1. Adm_InP_06_005</li> <li>➤ <b>Annex 3 “Lecturer’s Handbook pages 38-39.</b></li> </ul> <p><b>Actions taken:</b></p>	<p>Choose level of compliance:</p>

	<ul style="list-style-type: none"> <li>We have recently revised the procedure <b>Aca_OIP_18_002</b> "Office Hours" in order to be clearer.</li> </ul> <p><b>Please refer to:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Annex 1 "Revised Procedures"</b> <ol style="list-style-type: none"> <li><b>Aca_OIP_18_002</b></li> </ol> </li> <li>➤ <b>Annex 4 "Procedures"</b> <ol style="list-style-type: none"> <li><b>Aca_OIP_18_001</b></li> </ol> </li> <li>➤ <b>Annex 2 "Lecturer's Handbook" page 17.</b></li> </ul>	
<p>Students (either current or alumni) and representatives from the industry and the relevant unions should be involved in the curriculum development/update process.</p>	<p><b>3.4</b></p> <p>We would like to mention that external stakeholders are involved in the curriculum development and update process as mentioned in the procedures:</p> <ol style="list-style-type: none"> <li>External Examiners</li> <li>Course Syllabus</li> <li>Annual Programme Review</li> <li>Industrial Advisory Body (IAB)</li> </ol> <p><b>Please refer to Annex 4 "Procedures":</b></p> <ol style="list-style-type: none"> <li><b>Qua_InP_12</b></li> <li><b>Aca_OIP_18</b></li> <li><b>Aca_OIP_22</b></li> <li><b>Aca_OIP_31</b></li> </ol>	<p>Choose level of compliance:</p>
<p>All students should have equal opportunities to work with the industry and this opportunity is not restricted to some students.</p>	<p><b>3.5</b></p> <p><b>Please refer to the reply 1.6 above.</b></p>	<p>Choose level of compliance:</p>
<p>The lecturers and respective assessment practices should engage more with the content and go beyond memorizing information. The lecturers should receive and have the opportunity</p>	<p><b>3.6</b></p> <p><b>Actions taken:</b></p> <ol style="list-style-type: none"> <li>A workshop regarding SCL pedagogical approaches has been scheduled. Dr Antigoni</li> </ol>	

<p>to regularly update their pedagogical and teaching skills.</p>	<p>Parmaxi and Ms. Anna Nicolaou from «Δίκτυο Ενίσχυσης και Ανάπτυξης της Μάθησης» from the CUT University have been invited as Guest Speakers.</p> <ol style="list-style-type: none"> <li>2. Regular visits in classes per semester are performed by the Dean aiming to verify that SCL is applied.</li> <li>3. During the established Faculty meeting that takes place at the beginning of each semester training is offered to all Lecturers on Student Centered Learning.</li> </ol>	
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#### 4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's/CYQAA's final recommendations and comments on the HEI's response														
<p>For future and QA purposes, it is a good idea to define the maximum number of enrolments and prioritization criteria.</p>	<p><b>4.1</b></p> <p>The available number of PCs is <b>34</b>, of which <b>19 are in Lab 1</b> and <b>15 in Lab 2</b>.</p> <p>In case of bigger number of enrollments, students are divided into groups. The maximum number of new enrollments per year is estimated to 20 students in relation to the current capacity.</p> <p>The prioritization criteria as mentioned in the revised Doc 200.1 in page 13 are:</p> <p><b>Evaluation Criteria for Diploma and Higher Diploma level programmes:</b></p> <table border="0"> <tr> <td></td> <td style="text-align: right;">%</td> </tr> <tr> <td>Academic Performance</td> <td style="text-align: right;">50</td> </tr> <tr> <td>Other qualifications</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Excellent behaviour</td> <td style="text-align: right;">15</td> </tr> <tr> <td>Belong to socially vulnerable groups</td> <td style="text-align: right;">10</td> </tr> </table> <p>(they have serious health problem/s, are disabled, have disabled parents, are orphans, have parents with serious health conditions, or come from single parent families)</p> <table border="0"> <tr> <td>Socially active volunteers</td> <td style="text-align: right;">5</td> </tr> <tr> <td>Athletes / Artists</td> <td style="text-align: right;">10</td> </tr> </table>		%	Academic Performance	50	Other qualifications	10	Excellent behaviour	15	Belong to socially vulnerable groups	10	Socially active volunteers	5	Athletes / Artists	10	<p>Choose level of compliance:</p>
	%															
Academic Performance	50															
Other qualifications	10															
Excellent behaviour	15															
Belong to socially vulnerable groups	10															
Socially active volunteers	5															
Athletes / Artists	10															
<p>The institution seems to lack a strong presence of student feedback on the material and the programme as a whole. Even though they encourage students to</p>	<p><b>4.2</b></p> <p><b>Please refer to the reply 1.1 above.</b></p>	<p>Choose level of compliance:</p>														

<p>take the online surveys and write any anonymous complaints in a publicly available complaint box, students have been observed to be uninterested in giving feedback through these procedures but only through their teaching staff and only for specific course level thoughts.</p>		
<p>Moreover, the institution can actively promote the study (e.g., good employability and emerging topics) to attract more informed and diverse applicants. This will help with strengthening the gender balance, increase the enrolment rates and informal learning opportunities, and minimizing dropouts from the programme.</p>	<p><b>4.3</b></p> <p>We would like to emphasize on the restriction set by the Government regarding the number of incoming international students and the impact that this restriction has on our Institution.</p> <p><b>Actions taken:</b></p> <ul style="list-style-type: none"> <li>• A meeting with our Marketing consultants is scheduled on 24<sup>th</sup> March 23 to discuss new marketing strategy in order to attract more students including female candidates.</li> <li>• Alumni testimonial is included in our marketing campaign and website. (still under construction)</li> </ul> <p><b>Please also refer to the replies 1.3 and 1.4 above.</b></p>	<p>Choose level of compliance:</p>



## 5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's/CYQAA's final recommendations and comments on the HEI's response
<p>The learning methods have been observed to be fairly satisfactory for the programme and students are very happy with what they are taught. With the exception of some cases where a theoretical assessment examination required the students to learn something by heart instead of assessing them with questions that ensure the comprehension of the material</p>	<p><b>5.1</b></p> <p>We would like to mention that in our efforts to apply SCL the format and the structure of the mid-term and final exams have been revised.</p> <p>As from 2020 all assessment examinations should consist of both theoretical (20%-50%) and practical tasks (50% - 80%).</p> <p>All assessments are submitted to the Academic Dean and distributed to the Internal Examination Board for review.</p> <p>Feedback and suggestions for amendments are provided to the Lecturers.</p> <p>The Internal Examination Board has the right to reject an examination paper in case which the above criteria as well as the length and the level of difficulty do not meet the appropriate standard.</p> <p><b>Please refer to:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Annex 4 "Procedures"</b></li> <li>1. <b>Aca_FEP_01_002</b></li> </ul>	<p>Choose level of compliance:</p>
<p>The library is shared with other study programmes (e.g., Tourism, Management) the computer science part can be modernized (e.g., books and other learning materials), and allow students from the Computer Science study programmes to interact and exchange experiences.</p>	<p><b>5.2</b></p> <p>An existing course syllabus is reviewed by the Lecturer prior to the beginning of the semester.</p> <p>The bibliography is upgraded in collaboration with the Librarian.</p>	<p>Choose level of compliance:</p>

	<p>All books mentioned in all syllabi are ordered and available in the library.</p> <p>The same procedure is also followed before the accreditation/re-accreditation of a programme.</p> <p>The College maintains subscription with ΚΚΥΒ (Κοινοπραξία Κυπριακών Βιβλιοθηκών – Cyprus Libraries Consortium) which includes 29 complete databases and e-books in various contexts from EBSCO Information Services.</p> <p>Please follow the link:</p> <p><a href="http://www.ctleuro.ac.cy/en/the-college/library/search-library/databases-a-to-z-catalogue">http://www.ctleuro.ac.cy/en/the-college/library/search-library/databases-a-to-z-catalogue</a></p> <p><b>Please also refer to the revised Doc 200.1 Annex 4 Infrastructure pages 269-274.</b></p> <p><b>Please also refer to Annex 5 “Infrastructure”.</b></p> <p>Additionally, the College provides:</p> <ul style="list-style-type: none"> <li>➤ a Library that includes a study area and two (2) desktops.</li> <li>➤ an Electronic Research Center which is equipped with 9 desktops.</li> </ul> <p><b>Actions taken:</b></p> <ul style="list-style-type: none"> <li>• Three (3) reading tablets have been placed in the library.</li> <li>• We have revised the Computer Systems Networking I and II Syllabi to include with modernized material books.</li> </ul>	
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<p>Active effort should be made for CS students to know each other and develop informal learning and social learning arenas.</p>	<p><b>5.3</b></p> <p><b>Please refer to the replies 1.7 and 1.8 above.</b></p> <p><b>Please refer to Annex 8 “Revised Bibliography”.</b></p>	
<p>Students are aware of the feedback and complaint procedures and praise the informal communication with teaching staff to address suggestions for improvement. However, it is unclear how and if the suggestions are taken into account. It would be recommended to set up a mechanism to communicate how formal and informal suggestions/complaints have been or are to be addressed (beyond any informal communication that takes place).</p>	<p><b>5.4</b></p> <p><b>Lecturer and Course Evaluation by students</b></p> <p>The QA Officer conducts an anonymous survey among students every semester.</p> <p>The QA Officer is responsible for collecting and presenting the data during the Annual Programme Review meeting.</p> <p>The QA Officer transfers the results of the questionnaires to a formula, which sums up the percentage scored for each Lecturer and Course. These percentages are passed on to the Dean and count for the 30% of the total Faculty Evaluation Scheme.</p> <p>The Dean requests the Academic Committee and the QA Committee to meet at the end of the semester to discuss the results of the Faculty Evaluation.</p> <p>The Dean sends a separate report to each Lecturer stating results with constructive feedback and suggestions for improvement. The report is passed on to the AF Director and the QA Officer.</p> <p>Action is taken when necessary to ensure high quality teaching and student satisfaction. The Dean is responsible for monitoring Lecturers with low scores. During this time, the lecturer is placed under</p>	<p>Choose level of compliance:</p>

	<p>probation. The Dean visits the classes on a regular basis to evaluate the Lecturer.</p> <p><b>Suggestion / Complaint Box</b></p> <p>A suggestion box has been placed in the cafeteria for students to leave suggestions or complaints about College. All suggestions and complaints are welcome because they contribute to the upgrading of the Institution and its Programmes of studies. Suggestions/complaints can be made anonymously. Students and staff can also contact the QA Officer at <a href="mailto:mariannak@ctleuro.ac.cy">mariannak@ctleuro.ac.cy</a>.</p> <p><b>Suggestions</b></p> <p>Suggestions for Quality improvement are always welcome.</p> <p>During the Quality Assurance Committee meetings all suggestions are discussed and action is taken on approval of the Committee. The Committees concerned are informed after a decision has been taken.</p> <p><b>Complaints</b></p> <p>Complaints can be made in writing anonymously through the complaint box or given personally to the Quality Assurance Officer. All complaints are thoroughly examined and discussed during the regular Quality Assurance Committee meetings or on special request by the QA Officer.</p> <p>The Committee discusses the issue, conclusions are drawn and guidelines are given to the QA Officer to proceed to solve the issue while ensuring the smooth</p>	
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	<p>functioning of all procedures and student satisfaction.</p> <p><b>Student Satisfaction Survey</b></p> <p>The primary goal of the College is to maintain and improve high standards to ensure student satisfaction.</p> <p>The QA Officer conducts an anonymous survey among students at the end of each academic year. The survey is conducted through an online survey development tool. The results are given to the Executive Director, the Administration and Finance Director.</p> <p>The Executive Director requests the College Council and the QA Committee to meet to discuss results and action is taken if necessary.</p> <p><b>Please refer to Annex 4          “Procedures”</b></p> <ol style="list-style-type: none"> <li>1. Aca_FEP_01_012</li> <li>2. Qua_InP_03</li> <li>3. Qua_InP_06</li> </ol>	
<p>The institution should provide all the students well in advance with a more detailed description of the tasks to be developed during the industrial placement and the learning objectives associated therewith. In the same vein, the College should improve the mechanisms currently in place to guarantee the opportunity for all students willing to benefit from the industrial exposure through the industrial placement</p>	<p><b>5.5</b></p> <p>The Academic Administrators, offer to all students of the particular programme who are on their final semester of study, during the registration period, the option to register either for the Final year project or the Industrial placement.</p> <p>When they decide to register for the Industrial Placement the academic administrators provide them with the Industrial Placement syllabus and the Industrial Placement Logbook which includes all necessary information.</p>	<p>Choose level of compliance:</p>

	<p><b>Actions taken:</b></p> <ul style="list-style-type: none"><li>• The College issues a confirmation letter to all final semester students in this programme verifying their eligibility for Industrial Placement since it's included in their programme of study.</li></ul> <p><b>Please refer to the reply 1.6 above.</b></p> <p><b>Please also refer to:</b></p> <ul style="list-style-type: none"><li>➤ <b>Annex 6 "Industrial Placement Syllabus".</b></li><li>➤ <b>Annex 7 "Industrial Placement Logbook".</b></li></ul>	
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**6. Additional for doctoral programmes**  
(ALL ESG)

N/A

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	EEC's/CYQAA's final recommendations and comments on the HEI's response
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
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**7. Eligibility (Joint programme)**  
(ALL ESG)

N/A

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	EEC's/CYQAA's final recommendations and comments on the HEI's response
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Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
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## B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	EEC's/CYQAA's final recommendations and comments on the HEI's response
<p>Currently there is no specific policy for the review process of the programme to include input from external stakeholders (e.g., industry) and students' input (e.g., alumni) in a formal context. It is recommended to specify a mechanism with a target to have input from external stakeholders and the graduates.</p>	<p><b>Please refer to the replies 1.9 and 3.4 above.</b></p>	<p>Choose level of compliance:</p>
<p>The institution should continue to periodically assess (every 1-2 years) the adequacy and suitability of the learning resources and update the bibliography and the equipment (e.g., programmable boards).</p>	<p><b>As mentioned in the revised Doc 200.1 page 119:</b></p> <p><b>Quality Assurance As Regards Learning and Student Resources</b></p> <p>On completion of the academic year, the Academic Dean, the Academic Committee, the QA Committee and the Librarian meet to review the quality of the learning and student resources provided to students.</p> <p>At the meeting, the participants:</p> <ol style="list-style-type: none"> <li>1. Confirm the efficacy of the lecture rooms and their facilities.</li> <li>2. Certify the renewal of the electronic library subscription.</li> <li>3. Verify that the databases provided to students and staff through the electronic library are sufficient.</li> <li>4. Substantiate that the databases support the research and development strategy set by the college.</li> </ol>	

	<p>5. Verify the renewal of magazines and journal subscriptions that support the programmes of study.</p> <p>6. Verify that the library collection has been suitably enriched.</p> <p>7. Establish that all library books are updated regularly and that all books mentioned in the syllabi are included in the library collection.</p> <p>8. Confirm that the computer lab equipment is of the latest technology.</p> <p>9. Certify that the building facilities are of an appropriate level and equally accessible to all students.</p> <p>10. Verify that building facilities comply with the Health &amp; Safety Regulations.</p> <p>11. Confirm that the College complies with General Data Protection Regulation.</p> <p>12. Verify that support services provided to students are of a high standard.</p>	
<p>Strengthening the permanent Computer Science teaching staff, to allow better continuation and development of the courses, at the same time the college can maintain a smaller percentage of part-time teaching staff.</p>	<p>We would like to underline that we do acknowledge the benefits, advantages and importance of recruiting full time staff also for our Institution and for each individual.</p> <p><b>Please refer to the reply 1.5 and 3.1 above.</b></p>	<p>Choose level of compliance:</p>
<p>Make sure that the part time teaching staff have the necessary work time beyond the classroom and lab activities, to accommodate the needed teaching and learning activities (e.g., provide feedback to students, consultation, pedagogical development).</p>	<p>We have recently revised the following procedure in order to be clearer.</p> <p><b>Lecturer's Office Hours</b> The office hours for full-time Faculty are set for 2 hours per week and for</p>	<p>Choose level of compliance:</p>

	<p>part-time Faculty are arranged upon request by students on a specific time as written on the Course Outline. The remuneration rate for part-time staff is according to the administration rate.</p> <p>The office hours for each course are published in the Course Outline which is accessible to students as from the first week from the beginning of classes.          The office hours may be adjusted according to any special needs of the students.</p> <p><b>Please refer to the reply 3.3 above.</b></p> <p><b>Please refer to:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Annex 1 “Revised Procedures”</b>                2. Aca_OIP_18_002</li> <li>➤ <b>Annex 4 “Procedures”</b>                2. Aca_OIP_18_001</li> <li>➤ <b>Annex 2 “Lecturer’s Handbook” pages 38-39 and 17.</b></li> </ul>	
<p>Implement an agile assessment approach, with a focus on the individual needs of each course.</p>	<p><b>Please refer to the reply 1.2 above.</b></p>	<p>Choose level of compliance:</p>
<p>Improve informal learning opportunities and the extra-curricular activities of students (e.g., participate to competitions, hackathons and collaborative projects with the industry).</p>	<p><b>Please refer to the reply 1.7 and 1.8 above.</b></p>	<p>Choose level of compliance:</p>
<p>Strengthen and diversify the recruitment of the programme, currently, the number of applicants is relatively low and there are only males in the programme.</p>	<p>We would like to emphasize on the restriction set by the Government regarding the number of incoming international students and the impact that this restriction has on our Institution.</p>	

	<p><b>Actions taken:</b></p> <ul style="list-style-type: none"> <li>• We have Increased the number of our strategic partners in order to offer more employability prospects to our graduates.</li> <li>• We have added Graduates' testimonials on our website. (still under construction)</li> <li>• We have scheduled meetings with high schools' advisors for the last week of April.</li> <li>• We have scheduled meetings with private advisors at end of April beginning of May.</li> <li>• We have increased the number of our participations in education fairs.</li> <li>• We have Increased the advertising budget.</li> <li>• We have increased the number of scholarships offered.</li> <li>• We have offered scholarships to female candidates.</li> </ul> <p><b>Please refer to the replies 1.3, 1.4, 2.4, 4.3 above.</b></p>	
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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



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



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### C. Higher Education Institution academic representatives

Name	Position	Signature
Lakis Papathomas	Administration & Finance Director	
Dora Konstantinou	Academic Dean – Programme Coordinator	
Marianna Papathoma	QA Officer	

Date: 25/4/2023

