



Doc. 300.1.2

Date: 7/2/2023

Higher Education Institution's Response

- **Higher Education Institution:**
CTL EUROCOLLEGE
- **Town:** LIMASSOL
- **Programme of study
Name (Duration, ECTS, Cycle)**

In Greek:

Πληροφορική (4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο(BSc))

In English:

Computing (4 academic years, 240 ECTS, Bachelor (BSc))

- **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 2nd 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 by EEC	Actions Taken by the Institution	For official use Only
<p>The programme of study under consideration is a 4-year BSc in Computing (240 ECTS / Bachelor of Science) plus an optional foundation year</p>	<p>We would like to highlight that the optional foundation year was not included in the revised Doc 200_1 which was submitted on 20th October 2022.</p>	
<p>There is a lack of clear structure, progressing from one year to the next. The programme design needs to be benchmarked against widely accepted sector standards, e.g. ACM Curricula Recommendations.</p>	<p>1.1</p> <p>We would like to highlight that all updates performed in the structure of the Programme were a result of collaborative work performed by the Faculty Members of the Computing Field, below mentioned as the "Design Team" (DT).</p> <p>We would like to clarify that the DT followed a general pedagogical framework as this is applied in every programme of study in which Fundamental and Introductory courses are delivered during the 1st and 2nd year and specialized courses along with industrial projects and final year projects are delivered during the 3rd and 4th year with the educational objectives of each course following the Bloom's Taxonomy.</p> <p>While trying to explain the logic and philosophy of every year this task hasn't been completed and no time for further clarification has been provided.</p> <p>The DT proceeded with the upgrade of the existing unaccredited BSc programme following the CC2020 Guidelines issued by ACM and IEEE.</p> <p>The EEC was referring to ACM curriculum guidelines and the coordinator was referring to CC2020 guidelines. A miscommunication between the EEC and the participants occurred since both parties were referring to the same guidelines named "CC2020" issued by ACM and IEEE.</p> <p>As evidence that the DT was aware of the CC2020 guidelines is the fact that the newly introduced courses were related to "Cybersecurity" and "Data Science" fields, which a recommendation is provided in the CC2020 guidelines (e.g: Advanced DBMS, Big Data Analysis, Cloud and Distributed Systems as well as Computer and Network Security and Ethical Hacking).</p>	<p>Choose an item.</p>

	<p>The DT taking into account that CC2020 guidelines which are referring to all Computing disciplines (Computer Science, Computer Engineering etc) decided to refine the categorization provided by CC2020.</p> <p>As a result, the Table 1 in Annex 7, was presented to the EEC aiming to verify that the programme is balanced under the five (5) main areas it covers.</p> <p>We would like to emphasize that the DT considered the Table 3 “Landscape of Computing knowledge” included in the CC2020 Guidelines in order to meet the indicators and level of advancement of Computing knowledge requirements.</p> <p>Action taken:</p> <ul style="list-style-type: none"> We have proceeded also with a categorization based on the “Elements of Computing Knowledge” included in the CC2020 Guidelines as presented in Table 2 to verify that the programme complies with CC2020 guidelines. <p>Please refer to Annex 7: “Clarifications regarding programme structure”</p> <ol style="list-style-type: none"> Table 1: Categorization of courses presented to the EEC. Table 2: “Elements of Computing Knowledge” included in the CC2020 Guidelines. Table 3: “Landscape of Computing knowledge included in the CC2020 Guidelines. 	
<p>Student learning outcomes are not always clear or consistent.</p>	<p>1.2</p> <p>We would like to clarify that the DT followed a general pedagogical framework as this is applied in every programme of study in which Fundamental and Introductory courses are delivered during the 1st and 2nd year and specialized courses along with industrial projects and final year projects are delivered during the 3rd and 4th year.</p> <p>The DT followed:</p> <ul style="list-style-type: none"> the Bloom’s Taxonomy and Table 4 Levels of Cognitive Skills Based on Bloom’s Taxonomy in CC2020. 	<p>Choose an item.</p>

	<p>Please refer to Annex 7:</p> <p>Table 4 “Levels of Cognitive Skills Based on Bloom’s Taxonomy in CC2020.</p> <p>Please refer to Doc 200.1 Annex 2 Course Description pages 108- 280.</p>	
<p>Although there are encouraging developments in enhancing the structure and contents, the overall thinking is not clear. As a consequence, during the site visit, the staff struggled to provide a clear view of year-to-year progression</p>	<p>1.3</p> <p>As it was mentioned in the document 200_1 the purpose of the programme is to provide the core foundations to all different aspects of computing. The structure of the programme is designed in a careful and balanced way in order to provide knowledge on the concepts of computing in a steady and progressive manner, through a variety of courses in the following areas:</p> <ul style="list-style-type: none"> • Software Engineering • Computer Engineering • Storage and Processing of Data • Networking and Security <p>Students will be exposed to fundamental and advanced modules.</p> <p>Our aim is to produce graduates that are empowered with a diverse set of knowledge and practical skills sought-after by Computing Industry and have the choice to follow a successful career in various Computing fields, such as:</p> <ul style="list-style-type: none"> • Software Developer • System Analyst • Network Engineer • IT Engineer/Specialist • Computer/Network/IT Security Analyst • Web Developer • Database System Development/Management • System Management • Software/System Quality Assurance <p>While trying to explain the logic and philosophy of every year this task hasn’t been completed and no time for further clarification has been provided.</p> <p>Please refer to the replies 1.1, 1.2 above.</p>	<p>Choose an item.</p>

<p>From the conversation with all teaching staff involved in the delivery of the current programme, it is clear that there is a lack of participation from part-time teaching staff, who are the majority of the lecturing delivery, in designing the new degree programme.</p>	<p>1.4</p> <p>We would like to highlight that all updates performed in the structure of the Programme were a result of collaborative work performed by the Faculty Members of the Computing Field.</p> <p>Two part-time Faculty members interviewed by the EEC were recently employed and therefore were not included in the design process.</p> <p>The College is following the procedure:</p> <p>Applications for Accreditation to CYQAA</p> <p>The QA Officer invites the QA Committee, the Academic Committee, the Programme Coordinator, the Head of the Field and the Librarian to discuss, review, and update the structure of the programme, its aim as well as the learning outcomes. External Academic Advisors and Professionals are invited to participate in the meeting. The Committees together with the external stakeholders review the quality, validity and sustainability of the Programmes.</p> <p>The Academic Committee is comprised of the following members:</p> <ul style="list-style-type: none"> • The Academic Dean • Two Programme Coordinators • The Heads of the Fields of study • One member of the Faculty staff • One member of the Student Union (the student union is responsible for selecting their representative. Candidate students must have good academic performance (≥ 3.00) with no discipline issues). <p>The Quality Assurance Committee is comprised of the following members:</p> <ul style="list-style-type: none"> • The Academic Dean • The Administration & Finance Director • Three members of the Faculty staff with important scientific work and extensive academic experience • One member qualified in Quality Assurance • Two members of the Student Association (one undergraduate and one postgraduate student. The student union is responsible for selecting their representatives. Candidate students 	<p>Choose an item.</p>
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	<p>must have good academic performance (≥ 3.00) with no discipline issues).</p>	
<p>It is also essential that the sector standards are followed, e.g. ACM Curricula Recommendations</p>	<p>1.5 Please refer to the reply 1.1</p> <p>Please refer to Annex 7: “Clarifications regarding programme structure”</p> <ol style="list-style-type: none"> 1. Table 1: Categorization of courses presented to the EEC. 2. Table 2: “Elements of Computing Knowledge” included in the CC2020 Guidelines. 3. Table 3: “Landscape of Computing knowledge included in the CC2020 Guidelines. <p>Please also refer to Annex 1 “Revised Structure”.</p>	<p>Choose an item.</p>
<p>Teaching of Computer Science ethical and professional issues probably should be included in the programme. This is not sufficiently covered by the ethical hacking course that is currently included in the programme</p>	<p>1.6</p> <p>Action taken:</p> <ul style="list-style-type: none"> • We have introduced into the programme the new course Social, Ethical and Professional Issues in Computing, CSC 318”. <p>Please refer to Annex 2 “New Syllabus”</p>	
<p>Certain elective (or optional) courses do not seem to be tailored for this computing degree, e.g. MGT121 Management (presented during site visit).</p>	<p>1.7</p> <p>Action taken</p> <ul style="list-style-type: none"> • The course “Management MGT 121” has been removed and is not included in the revised structure of the programme. <p>Please refer to Annex 1 “Revised Structure”.</p>	
<p>The committee also recommends stronger participation from industry in designing the degree programme and in periodic reviews of the programme structure and courses. This has not been done so far. The committee also suggests that the policy for quality assurance of the programme of study actively supports the</p>	<p>1.8 The College is following the procedure:</p> <p>Submission of a new Programme</p> <p>Suggestions for new Programmes of study are submitted to the Academic Dean. The Dean requests from the originator to prepare together with the College Business Consultants a Feasibility study for the new Programme.</p>	

<p>involvement of external stakeholders.</p>	<p>The Academic Dean requests the Academic Committee and the QA Committee together with external stakeholders and experts of the field to meet. The following external stakeholders from the industry were involved in the re-design of the programme:</p> <p>Mr. Yiannis Kakouris – MSc in Agile Software Engineering Techniques, Bachelor in Computer Science</p> <p>Mrs. Katia Nicolaidou – Master in Advanced Information Technology, Bachelor in Computer Science.</p> <p>Please also refer to the reply 1.4 above.</p> <p>Following the suggestion of the EEC we have revised our procedure “Annual Programme Review” to include external Advisors as shown below:</p> <p>Annual Programme Review</p> <p>On completion of the academic year the Academic Dean requests the Academic Committee, the QA Committee together with external Advisors to meet and discuss the “Annual Programme Review” reports.</p> <p>The Programme Coordinators participate in the meetings.</p> <p>The Annual Programme Review report includes the following three elements:</p> <ul style="list-style-type: none"> • Faculty Evaluation – prepared by the Academic Dean. • Lecturer and Course Evaluation by students – prepared by the QA Officer. • Classification of students’ progress results – prepared by the Academic Administrators and the QA Officer. 	
<p>The committee strongly recommends the adoption of independent external examiners to check curriculum design, course assessment, and degree classification. These are essential to ensure good practices are followed.</p>	<p>1.9</p> <p>Action taken:</p> <p>Following the suggestion of the EEC we have issued the new procedure “External Examiners” as shown below: This procedure will be applied as from Spring Semester 23.</p> <p>External Examiners</p>	

	<p>The Academic Dean and the QA Officer are responsible for appointing External Examiners for each Field of Study. The Examiners are academics from other Institutions and Professionals with expertise of the specific field.</p> <p>The External Examiners have the responsibility for ensuring that the programme is delivered at high standards and meets its purpose.</p> <p>The External Examiners are responsible for reviewing the programme and ensuring that:</p> <ul style="list-style-type: none"> • The programme meets its stated purpose. • The assessment of courses is appropriate and comparable standard to other institutions. • The marking has been applied fairly on assignments and the marking scheme/grading criteria have been properly and consistently applied. • The programme complies with recent developments and trends of the industry <p>Please refer to Annex 11 “QA Handbook Index”.</p>	
<p>From the conversations with key members of staff during the site visit, there are worrying signs that students may not be offered the same learning opportunities. Whilst there is strong and perhaps welcomed drive to engage with industry in Software Engineering courses and the final year degree projects, it is evident from the discussions that staff intend to provide rather different learning opportunities to students according to their academic performance. It is one thing to differentiate students based on academic ability in order to bring them to a level playing field, but entirely a different one if the perceived weaker ones do not have an equal opportunity in learning (whether it is practical skills or theoretical ones).</p>	<p>1.10</p> <p>The unfortunate statement as mentioned during the accreditation process by a specific Faculty staff does not in any case comply with the College’s mission, vision and philosophy. Our purpose is to empower all students and provide them with equal opportunities.</p> <p>The college has a set of goals in order to be able to achieve its mission. Please follow the link: http://www.ctleuro.ac.cy/en/the-college/about-us</p> <p>Among its goals the following are included:</p> <p>General Education To provide a relevant and coherent general education for all our students.</p> <p>Developmental Education To facilitate the progress of underprepared students through the developmental sequence so that they can participate effectively in the programmes of study.</p> <p>Student Support Services To offer students appropriate support services through their academic lives.</p>	

	<p>We would like to clarify that the current syllabus of the course Software Engineering II does not include industrial projects. In the revised syllabus industrial based projects have been included.</p> <p>The member of the DT was referring to our future strategic plan which is the establishment of a stronger connection with the IT industry.</p> <p>Our marketing department establishes synergies with well-known businesses in various fields through which we aim to bring industrial projects and assign groups of students working to deliver a complete system solution.</p> <p>This deliverable can fulfil the requirements of the course “Software Engineering II” and participants from the industry will be included in the assessment process.</p> <p>At the moment, due to the low number of students, since the programme is not accredited yet, we didn’t have the opportunity to implement this plan.</p> <p>In the past, through personal contacts of our faculty members, we have sent students during summer to work in the IT industry and projects that were assigned to them during their traineeships were submitted for the fulfilment of the requirements of Software Engineering II or their Final Year Project, always in communication with the lecturer/project supervisor.</p> <p>An example of such a case was one of our graduate students with whom the EEC had the opportunity to meet and discuss.</p> <p>The Head of the field tried to provide information to the members of the EEC but this opportunity was not provided due to the strict timetable followed by the EEC. As a result, an incorrect impression was given regarding the specific aspect.</p>	
<p>The supervision of the degree projects is a concern in that the required engagement between students and their supervisor are on a monthly basis. Although this is a minimum requirement set by the College and in practice it may well be more frequent than monthly meetings, the expected contact time is too low. The norm in established institutions for a Bachelor</p>	<p>1.11</p> <p>As it was mentioned in the Document 200_1 in the syllabi of both Final Project Phase 1 and 2 in pages 255 – 258, Teaching Methodology part:</p> <p>“Students are expected to use appropriate tools and methodologies for the implementation of the objectives of the Final Project Phase 1 in coordination with their project supervisor. Both students and supervisors should extensively build on the research techniques taught in the Research Methods in</p>	

<p>degree is close to a weekly basis.</p>	<p>computing course, which has specifically been built for this reason.</p> <p>Students are expected to meet once a week with their supervisor to ensure that the set objectives, methodologies and planning are met”.</p> <p>Please refer to Doc 200.1 Annex 2 Course Description pages 108- 280.</p>	
<p>For courses and projects that involve industrial placement, there are procedures and requirements in place to ensure sufficient student oversight. However, this may need to be strengthened to ensure student welfare and learning outcomes. For example, remedial measures should be made clear to both students and staff in the event that project or work is not progressing satisfactorily.</p>	<p>1.12</p> <p>The College follows the procedures:</p> <p>1. Mid-term Student Feedback (applied as from Fall 22)</p> <p>Lecturers assigned with courses that include practical and hands-on activities must conduct an anonymous survey between their students immediately after the completion of the mid-term examination.</p> <p>The Mid-term Student Feedback aims in collecting targeted and specific information from students which is extremely important for improving the teaching methodology used by the Lecturer.</p> <p>Students complete a questionnaire during class hours and place it in a box.</p> <p>The Lecturer is responsible for giving direct feedback to Students, discuss and make improvements if necessary.</p> <p>2. Support for students with poor academic performance</p> <p>The lecturer immediately informs the Academic Dean when a case of poor academic performance is identified. The Dean meets the student and discusses the issue. According to the discussion, the Dean decides how to support the student.</p> <p>This can involve:</p> <ul style="list-style-type: none"> • Helping students deal with specific academic weaknesses by improving teaching practices in the classroom. • Enhancing teacher effectiveness through constructive guidelines. • Fostering positive teacher approach in class. • Enhancing student participation in class. 	

	<ul style="list-style-type: none"> Organising Make - up examinations for students who fail courses if they score at least 30% in Final Examination or has at least 30% coursework. Assigned office hours where student can meet with the lecturer outside the class 																	
<p>The college seems to be applying rather rigid rules when it comes to course design and assessment. Almost all courses are assessed with the same weightings between practical and written exam, that is 35% coursework, 5% attendance and participation, and 60% written exam. There is no differentiation between more practical focused courses and more theory focused courses. Changes are necessary in order to more effectively assess learning outcomes.</p>	<p>1.13</p> <p>The assessment method and the grading system are included in the Internal Regulations which are approved by the Ministry of Education, Culture, Sports and Youth and is applicable to all courses with exception courses that include projects.</p> <p>The assessment method as it was included in the Doc.200.1 point 1.2.3 page 380 and in all syllabi in Annex 2 Course Description pages 108 - 280 is as follows:</p> <p>The final course grade is made up of:</p> <table border="0"> <tr> <td>COURSEWORK</td> <td style="text-align: right;">45%</td> </tr> <tr> <td>Written Assessment</td> <td style="text-align: right;">35%</td> </tr> <tr> <td>Assignments, Projects, Presentations</td> <td style="text-align: right;">10%</td> </tr> </table> <p>ATTENDANCE & PARTICIPATION</p> <table border="0"> <tr> <td></td> <td style="text-align: right;">5%</td> </tr> </table> <p>FINAL EXAMINATION</p> <table border="0"> <tr> <td></td> <td style="text-align: right;">50%</td> </tr> </table> <p>Please see below the assessment method of courses that include projects as were mentioned in Document 200_1 pages 205-207, 255-258:</p> <p>Software Engineering II</p> <table border="0"> <tr> <td>Final software and documentation</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Software presentation and examination</td> <td style="text-align: right;">40%</td> </tr> </table> <p>The pass mark is</p> <table border="0"> <tr> <td></td> <td style="text-align: right;">50%.</td> </tr> </table> <p>Final Project Phase I</p> <p>A project outline (includes the proposal along with a Gant chart) should be submitted and be presented and evaluated by the Supervisor, the Head of Computing Field and the Academic Dean. The evaluation of the project work is done on the following basis:</p>	COURSEWORK	45%	Written Assessment	35%	Assignments, Projects, Presentations	10%		5%		50%	Final software and documentation	60%	Software presentation and examination	40%		50%.	
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Software presentation and examination	40%																	
	50%.																	

	<ul style="list-style-type: none"> ➤ The written work 100% (80% weighting) ➤ The Oral presentation 100% (20% weighting) <p>Final Project Phase II</p> <p>The evaluation of the project work is done on the following basis:</p> <ul style="list-style-type: none"> ➤ The written work 100% (80% weighting) <ul style="list-style-type: none"> Introduction 15% Methodology 15% Functionality and Results 55% (includes implementation) Conclusions and Further work 15% ➤ The Oral presentation 100% (20% weighting) <p>Please refer to Doc 200.1 Annex 2 Course Description pages 108- 280.</p>	
<p>Currently there are three permanent core computer science staff. The dedication from the staff is encouraging and commendable. However, the delivery of the programme is heavily reliant on part time staff. This raises the question of consistency in teaching delivery. It is critical that the college has the critical mass of in-house expertise in delivering specialized courses.</p>	<p>1.14</p> <p>We would like to emphasize on the difficulty we are facing regarding recruitment of full time PhD holders in the specific field.</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>The revised allocation of courses is shown below:</p> <p>Total number of Faculty: 12 From which: Full time staff: 6 Part time staff: 6</p> <p>Total number of Faculty in the computing discipline: 7 From which: Full time staff: 2 Part time staff: 5</p> <p>Total number of courses: 43 From which are delivered by: Full time staff: 21 Part time staff: 22</p>	

	<p>Total number of courses in the computing field: 31 From which are delivered by: Full time staff: 11 Part time staff: 20</p>	
<p>The sample lecture the committee attended during the site visit seems to be not entirely well organized. The committee appreciates that the staff might have been distracted by the EEC site visit and that this particular lecture may not be representative</p>	<p>1.15</p> <p>It is with our disappointment that even though the lecturer was informed well in advance about the expected visit, since this was the only class running the particular day and time, his performance was not to the adequate standard.</p> <p>Actions taken:</p> <ol style="list-style-type: none"> 1. Once the reply of the EEC was received, the Quality Assurance Officer and the Academic Dean notified the lecturer regarding the comment of the EEC. 2. As a result of the above, the courses have been assigned to full time staff with greater experience. 3. The lecturer has been assigned to a limited number of introductory courses in other programmes of study. He has been enrolled in a mentoring programme under the supervision of the Head of the Computing field. 4. The Lecturer has been advised to utilize the “Midterm feedback” procedure as mentioned in the reply 1.12 above. 5. In case where there is no improvement on the completion of the mentoring programme the college has to follow the procedure “Quality procedure for Faculty Members” <p>The Academic Dean and the Academic Administrators are responsible for monitoring and ensuring the smooth operation of classes during the semester.</p> <p>If a member of the Faculty (full-time or part-time) misbehaves or does not follow the rules and instructions issued by the Academic Office, i.e. does not follow the class time schedule punctually, is not adequately prepared for class or does not fulfill any of the requirements as laid down in the job description, the Academic Dean proceeds with an oral warning.</p> <p>In case a member of the Faculty continues to misbehave and does not follow the instructions by the Academic Dean, the Dean proceeds with a written</p>	

	<p>warning and notifies the Executive Director. As a result this may lead to the termination of the contract.</p> <p>This procedure is included in the Lecturer's Handbook.</p> <ol style="list-style-type: none"> 6. A workshop regarding SCL pedagogical approaches has been scheduled for the end of February 23 (the exact date will be announced). Dr Antigoni Parmaxi and Ms. Anna Nicolaou from «Δίκτυο Ενίσχυσης και Ανάπτυξης της Μάθησης» from the CUT University have been invited as Guest Speakers. 7. Regular visits in classes per semester are performed by the Dean aiming to verify that SCL is applied. 8. During the established Faculty meeting that takes place at the beginning of each semester training will be offered to all Lecturers on Student Centered Learning. 9. New Faculty members have been employed. 	
<p>Nevertheless, from the conversation with current students and staff, for example, the different arrangement of office hours for permanent and part-time staff causes confusion to students.</p>	<p>1.16</p> <p>Action taken:</p> <ul style="list-style-type: none"> • We have revised the procedure "Lecturers' Office Hours" in order not to cause confusion. <p>Lecturer's Office Hours</p> <p>The office hours for full-time Faculty are set for 2 hours per week and for 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.</p> <p>The office hours may be adjusted according to any special needs of the students.</p> <p>This information is published in the Lecturers Handbook and in the course, outline issued by each Lecturer at the beginning of each semester.</p>	

	<p>This information is available on the College's educational platform.</p> <p>Please refer to Annex 3 "Samples of course outlines"</p>	
<p>The level of involvement from part time staff in enhancing teaching practices and teaching material is also less clear.</p>	<p>1.17</p> <p>We would like to highlight that the college gives a lot of emphasis in the involvement of all its teaching staff in the curriculum development.</p> <p>Pedagogical approaches and effective practices are discussed during faculty meetings which are taking place during the semester.</p> <p>The two (2) part-time members (50%) out of the four (4) which have been interviewed by the EEC were newly employed (October 2022). We are disappointed to realize that the outcome generated is not reflecting to the real situation.</p> <p>The College is following the procedures:</p> <p>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 on completion of the design of a new programme.</p> <p>External Academic Advisors and Professionals are invited to participate in this procedure.</p> <p>Lecturers apply Bloom's Taxonomy Action Verbs when writing the learning outcomes and purpose of each syllabus.</p> <p>The Librarian is involved in this procedure and by making suggestions regarding the bibliography. The new syllabi are approved by the Programme Coordinator, the Academic Committee and the QA Office.</p> <p>An existing course syllabus is reviewed by the Lecturer on completion of the planning for the new semester.</p> <p>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 cooperation with the Librarian. The upgraded syllabus is approved by the 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>Course outline</p> <p>On completion of the planning the Academic Officer sends the Course Outline form to all Lecturers.</p> <p>The form is completed by the Lecturer and sent to the Academic Dean one week prior the beginning of classes. The course outline includes any updates applied in the course syllabus.</p> <p>The Outline is uploaded on the web platform and is accessible to students as from the first week from the beginning of classes, in order to be aware of the structure and sequence of their lessons and be able to schedule and manage their own study hours and be prepared for their classes.</p>	
<p>From the conversation with current students and recent graduates, this is a particularly weak area. Students do not know each other from the same year, even after several years into the study. More work and measures must be put in place to improve student life in the college.</p>	<p>1.18</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>Fall 2022 is the first semester which classes are offered conventionally after the COVID-19 and time is required for students to establish networks with their classmates.</p> <p>The College is following the procedure:</p> <p>Sports and Recreational activities</p> <p>The Student Welfare and Activities Office is responsible for organizing sports and recreational activities. The</p>	

	<p>college offers a variety of activities that promote wellbeing and enhance lifelong skills.</p> <p>The College provides intramural and extramural opportunities to students.</p> <p>Recreational activities include:</p> <p>Football, basketball, volleyball, cricket, bowling, hiking, watersports, cycling, skiing, snorkeling, fishing, scuba diving, dancing, chess, backgammon</p> <p>These activities are offered based on the interests of students and weather conditions.</p> <p>Students who participate in these activities must be currently registered.</p> <p>Actions taken:</p> <ul style="list-style-type: none"> • A new Students Welfare Officer has been employed as from February 23. • An excursion has been planned for the beginning of Spring 23. • All lecturers have been reminded and encouraged to organise educational visits and trips for their students. <p>Recent recreational activities as shown below:</p> <ul style="list-style-type: none"> • Educational visit Ajax Hotel 6/12/22 • Educational visit to St. Raphael Resort & Marina Limassol 20/5/22 • Educational visit to Four Seasons Hotel Cyprus 3/1/22 • Educational visit to Omodos and Laneia 3/12/21 • Educational visit to Atlantica Bay Hotel 9/11/21 • Educational visit to Parklane Resort & Spa Limassol 4/6/21 • Excursion to Troodos 13/3/20 • Educational visit to Miramare Hotel 18/2/20 • Food & Culture Festival 15/11/19 • Excursion to coastal resort of Agia Napa 14/6/16 • Talent show 5/4/19 • Table tennis tournament 29/3/19 • Are you ready to grill 28/2/19 • Excursion to Troodos mountains 15/2/19 • Excursion to Paphos 30/11/18 	
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	<ul style="list-style-type: none"> Bowling night 21/11/18 <p>Please follow the link to our News & Events on our website:</p> <p>http://www.ctleuro.ac.cy/en/blog/?pagenum=0</p>	
<p>It is recommended that meeting minutes, such as exam boards, should be kept and made readily available to staff, external and students where appropriate.</p>	<p>1.19</p> <p>Actions taken:</p> <ul style="list-style-type: none"> We have revised the following procedure: (additions in bold) <p>Issuing of Examination Papers</p> <p>The Academic Dean is responsible for appointing the Academic Officer responsible for organising the preparation of the Midterm and Final Examination papers.</p> <p>An Examination Board is formed at the beginning of every academic year by the Academic Committee having the following duties:</p> <ol style="list-style-type: none"> To review the content of the examinations both Final and Midterm together with the marking scheme. The Board is responsible for safeguarding the appropriate level of all examinations. A reviewer (member of the examination board) is assigned to each lecture. The reviewer is responsible for providing written feedback with suggestions for amendments regarding to the content and the level of difficulty directly to the lecturer. The Academic Dean is also informed. Lecturers have to re-submit the revised examination papers. On the completion of this procedure, a meeting with the members of the examination board is performed to approve the re-submitted papers. Minutes are kept by the Secretary following the procedure “Keeping Minutes”. Minutes are forwarded to all stakeholders involved. To check for consistency in marking throughout all subjects, with the random sampling method per subject. If the second marking has more than +5- or -5-marks difference, the Lecturer would be requested to justify this. A meeting is scheduled to discuss the issue. If the justification is not adequate or insufficient 	

	<p>evidence is provided, he/she is required to re-evaluate all examination papers. The procedure is repeated with the random sampling method to ensure the appropriate marking has been applied. Minutes are kept by the Secretary following the procedure “Keeping Minutes”. Minutes are forwarded to all stakeholders involved.</p> <p>The Examination Board includes two (2) representatives from each Field of Study, the Head together with a member of the Faculty.</p> <p>Keeping minutes procedure</p> <p>The Secretary attends a meeting to keep the minutes when requested by the Executive Director, the AF Director or the Dean. The minutes are sent to all participants within seven days from the completion of the meeting. All participants are requested to send their written approval of the minutes within 2 days from the date received. No response means approval of the minutes. The minutes are signed by all participants.</p> <p>In case of disapproval the appropriate corrections are sent to the secretary. The secretary makes the necessary corrections and the minutes are resent. The same procedure is followed as stated above.</p> <p>The minutes of each Council or Committee are kept electronically on corresponding files.</p>	
<p>Information on the expected amount of hours work for each course should be made publicly available.</p>	<p>1.20</p> <p>As it was mentioned in the Document 200_1 page 378 point 1.1.10 and in page 386 point 2.2.2 the student workload is prepared by the Lecturer and is included in the Course Outline which is uploaded on the College’s ELMS platform accessible to students.</p> <p>The reason why the workload is being included in the Course Outline instead of the Course Syllabus is to give each Lecturer the academic freedom to introduce activities, assignments, projects and design their course outline accordingly.</p> <p>A general formula for measuring the work load is followed:</p> <p>1 ECTS represents the workload and the defined learning outcomes of a given course. 1 ECTS corresponds to 25 hours of workload per semester.</p>	

	<p>The lecturer is required to estimate student workload as shown below.</p> <p>Example of Estimated Student Workload:</p> <table border="1"> <thead> <tr> <th>Activity</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Class attendance</td> <td>39</td> </tr> <tr> <td>Independent Study</td> <td>52</td> </tr> <tr> <td>Midterm exam (included in class attendance)</td> <td>2</td> </tr> <tr> <td>Midterm Exam Preparation</td> <td></td> </tr> <tr> <td>Assignment</td> <td>34</td> </tr> <tr> <td>Final Exam Preparation</td> <td>20</td> </tr> <tr> <td>Final Examination</td> <td>3</td> </tr> <tr> <td>Total</td> <td>150</td> </tr> </tbody> </table> <p>Student workload for all courses was sent to the EEC upon their request on 16th November 2022.</p> <p>Please refer to Annex 3 “Sample of Course Outlines”</p>	Activity	Hours	Class attendance	39	Independent Study	52	Midterm exam (included in class attendance)	2	Midterm Exam Preparation		Assignment	34	Final Exam Preparation	20	Final Examination	3	Total	150	
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Total	150																			
<p>Student numbers currently are small and hence it is difficult to assess the progression rates. Nonetheless, it is noted that last year’s progression from year one to year was poor. The underlying issues should be examined and mitigating measures should be put in place where appropriate</p>	<p>1.21</p> <p>Actions taken:</p> <ul style="list-style-type: none"> • A workshop regarding SCL pedagogical approaches has been scheduled for the end of February 2023 (the exact date will be announced). Dr Antigoni Parmaxi and Ms. Anna Nicolaou from «Δίκτυο Ενίσχυσης και Ανάπτυξης της Μάθησης» from the CUT University have been invited as Guest Speakers. • Regular visits in classes per semester are performed by the Dean aiming to verify that SCL is applied. • During the established Faculty meeting that takes place at the beginning of each semester training will be offered to all Lecturers on Student Centered Learning. • A closed monitoring on student progression is applied. • We have issued and will be applied as from Spring 23 the new procedure “Lab Assistants” <p>Lab Assistants</p>																			

	<p>Students of the Computing Field on their final year of study with a GPA ≥ 3.50 with no discipline issues are assigned by the Head of the Computing Field to assist other students with poor academic attendance. Lab Assistants are available during Lab hours which are published on the platform and on the board according to each semester's timetable.</p>	
<p>KPI information was not provided to the EEC.</p>	<p>1.22</p> <p>We have provided the EEC the following statistical records:</p> <ul style="list-style-type: none"> • Students' allocation by Year of Study & Gender • Students' allocation by Nationality • Student progression 2021 -22 • Faculty Evaluation 2021 -22 • Faculty Evaluation by Students 2021 -22 • Applicants – New Enrollments & Drop-Outs for the last 5 years • Graduates (2018 – 2022) • Average Duration of Studies (Graduates 2018 2022) • Further Studies (Graduates 2018 – 2022) • Employability – IT related Field – Other Field – Information not available (Graduates 2018 – 2022) <p>KPI are not measurable due to the small number of students and the small number of feedbacks received by students.</p>	
<p>Data collection seems to be generally carried out effectively. However, follow-up activities, in some areas, seem weak. For example, there is no initiative in attracting more female students to the programme. No such strategy was presented to the EEC, nor included as a weakness in the discussions with the EEC.</p>	<p>1.23</p> <p>As it was mentioned in the Document 200_1 in the feasibility study in the paragraph “Marketing Strategy” page 65. The following information was included:</p> <p>"In order to promote women in Science (STEM Science Technology Engineering and Mathematics) we offer a number of scholarships especially to candidate female students who fulfill the required criteria and we promote the programme through advertising and on our website using female figures.</p> <p>http://www.ctleuro.ac.cy/en/1-academic-affairs/academic-fields"</p> <p>Any further clarifications were not required by the EEC during the accreditation process.</p>	

<p>Student feedback is collected but the scope of the feedback should be looked at. The EEC was shocked to learn from the students that they have little or no peer contact outside the classroom. This kind of feedback should be collected and follow-up actions should have taken place.</p>	<p>1.24</p> <p>We would like to highlight the impact of Covid 19 on student life and recreational activities.</p> <p>We would like to mention that during Spring 20, Fall 21 and Spring 21 all classes were offered online and students were using college premisses only for practical courses.</p> <p>No extracurricular activities were taking place during that period.</p> <p>Actions taken:</p> <ul style="list-style-type: none"> • A new Students Welfare Officer has been employed as from February 23. • An excursion has been planned for the beginning of Spring 23. • All lecturers have been reminded and encouraged to organise educational visits and trips for their students. • We have revised the Student Satisfaction Survey that is sent to all students on completion of each academic year to include a question regarding Extracurricular activities and if peer contact is promoted. <p>Please refer to Annex 4 “Student Satisfaction Survey”.</p> <p>Please also refer to the reply 1.18 above.</p>	
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2 Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>The Degree programme lacks coherence and gives the impression of having been patched together from the existing Diploma programme. The developers would do well to conform with the widely-accepted ACM taxonomy of topics for taught Computer Science and Artificial Intelligence courses.</p>	<p>2.1</p> <p>Please refer to the reply 1.1 above.</p> <p>Please also refer to Annex 7: “Clarifications regarding programme structure”:</p> <ol style="list-style-type: none"> 1. Table 1: Categorization of courses presented to the EEC. 2. Table 2: “Elements of Computing Knowledge” included in the CC2020 Guidelines. 3. Table 3: “Landscape of Computing knowledge included in the CC2020 Guidelines. <p>We would like to mention that the EEC did not request any information regarding the Diploma.</p> <p>We would like to mention the following:</p> <p>The Computer Studies, 2 year Diploma (120 ECTS) is an autonomous programme and its core courses (compulsory and elective) are not fully transferrable since learning outcomes and objectives are not common.</p> <p>Specifically, the number of common and transferrable courses from the Diploma to the Bachelor are:</p> <p>Required Core Requirements:</p> <p>Nine (9) out of the total of fifteen (15) core required courses</p> <p>Optional Core Requirements:</p> <p>Two (2) out of the total of seven (7) core optional courses</p> <p>General Education and Free Electives:</p> <p>Two (2) out the total of three (3) courses.</p>	<p>Choose an item.</p>

	Therefore, in the best case a student can transfer maximum 90 ECTS to the programme of BSc Computing.	
External Examiners is put in place to ensure that quality of teaching, examination and action on student feedback is maintained.	<p>2.2</p> <p>Please refer to the reply 1.9 above.</p>	Choose an item.
An External Advisory Board comprising of alumni, industry representatives and academics who can be a sounding board and provide advice on the course curriculum content and formalise existing personal industrial contacts for industrial placements during student internships and final year project.	<p>2.3</p> <p>Action taken:</p> <ul style="list-style-type: none"> Implement the following procedure: <p>Industrial Advisory Board (IAB)</p> <p>The Industrial Advisory Board (IAB) is comprised of academic and professional members of the Faculty as well as professionals from the local industry and members from the alumni association.</p> <p>The purpose of the IAB is to provide valuable input and knowledge regarding the advancements and needs in the field of computing. The IAB is responsible for providing guidance regarding technological advances, employment needs and other relevant topics of the industry.</p> <p>The Head of the Computing Field is responsible for forming the IAB. The board meets at the beginning of each academic year. The percentage of modifications on an accredited programme cannot exceed the 10% within the period for which accreditation is valid.</p> <p>The IAB is comprised of the following members:</p> <p>The Head of the Computing Field The programme Coordinator One academic member of the Faculty One professional member (part-timer) of the Faculty Two professionals from the Industry One member from the Alumni Association Quality Assurance Officer (without voting right)</p>	Choose an item.
The EEC recommends that industrial exposure is included earlier on in the programme of study	<p>2.4</p> <p>The course Software Engineering II that includes industrial exposure is moved to the 6th semester. The</p>	Choose an item.

	<p>following actions were taken in order to achieve this considering the pre-requirements of each course.</p> <ul style="list-style-type: none"> • Business Communications is moved from 2nd to 1st semester. • Technical Writing & Documentation is moved from 1st to 2nd semester. • Systems Analysis & Design I is moved from 4th to 3rd semester. • Systems Analysis & Design II is moved from 5th to 4th semester. • Human Computer Interaction is moved from 5th to 4th semester. • Software Engineering I is moved from 6th to 5th semester. • Web Programming is moved from 6th to 5th semester. • Software Engineering II is moved from 7th to 6th semester. • Organisational Behaviour is moved from 3rd to 7th semester. <p>Please refer to Annex 1 “Revised Structure”</p>	
<p>The teaching methods are rather traditional, with no evidence of innovative, more interactive, methods. Specifically, the two video lectures that the EEC watched displayed familiarity by the instructors with the relevant material, but had no student interaction, and no opportunity for interaction</p>	<p>2.5</p> <p>We would like to mention that both video lectures provided to the EEC are from conventional courses recorded with a web camera since the time and day of the accreditation did not match with the courses timetable.</p> <p>Consent regarding recording was provided by the Lecturer. Students’ faces were not shown in the video due to GDPR.</p> <p>The quality of the sound is moderate therefore questions raised by the students and the discussion that followed is not clearly heard. Interaction can be understood in the video by the facial expression and body posture of the Lecturer.</p> <p>In both lectures there was interaction and opportunity to students to speak was provided after the delivery of the theory of the courses (after the first slides). Considering the above limitations, we strongly believe that the above comments do not fully reflect on the teaching methodologies followed in conventional classes.</p> <p>Nevertheless, there is room for improvement to increase the level of interaction in class.</p>	<p>Choose an item.</p>

	<p>The teaching methodology as stated on the syllabi includes the following among other:</p> <p>Teaching Methods: Lectures, presentations, videos, problem and case study discussion, discussion on relevant articles, Problem-Based Learning, role play, independent and private study, preparation of projects, fieldwork and team work.</p> <p>In order to promote Student Centered Learning, we provide seminars such as “The Lecturer: A Cultivator of Soft skills for Students” which was delivered in December 2020.</p> <p>After the completion of the workshop on SCL provided by CYQAA on 6th and 7th of September 22, we have organized a meeting with the Faculty providing them with all information and material gained from the workshop.</p> <p>Additionally, on the 2nd of November 2022 we have invited all Faculty members to a meeting aiming to discuss the importance of SCL and its applications in teaching and assessment, sharing effective practices.</p> <p>In order to verify that SCL is applied in teaching and assessment we have revised the procedure “Lecturer’s and Course Evaluation by Students” as from 2020 to include questions regarding student centered methods provided by the Lecturer.</p> <p>Please refer to Annex 5 “Lecturer’s and Course Evaluation by Students”</p> <p>Actions taken:</p> <ul style="list-style-type: none"> • A workshop regarding SCL pedagogical approaches has been scheduled for the end of February 23 (the exact date will be announced). Dr Antigoni Parmaxi and Ms. Anna Nicolaou from «Δίκτυο Ενίσχυσης και Ανάπτυξης της Μάθησης» from the CUT University have been invited as Guest Speakers. • Regular visits in classes per semester are performed by the Dean aiming to verify that SCL is applied. • During the established Faculty meeting that takes place at the beginning of each semester 	
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	training will be offered to all Lecturers on Student Centered Learning.	
<p>The single lecture that the EEC physically watched (on network installation) was overall poor in terms of planning, delivery and level of engagement. The teacher did not even know that the module that he was teaching was offered to both Diploma and BSc students (he informed the EEC that this was only a Diploma module). We found neither evidence of truly student-centered approaches to teaching or learning, nor any effort on developing and supporting autonomous learners. Core pedagogical elements were missing from the lectures, such as communicating the planned learning objectives of the lecture at the start and also wrapping up with them, pacing the lecture to keep student attention, and facilitating active engagement.</p>	<p>2.6</p> <p>The EEC visited the class “Technical Writing and Documentation” which is a common course in both the 2-year and the 4-year programme.</p> <p>The “Network Installation” course was presented when the EEC has requested to see how the ELMS platform of the College generally works and how it looks like in students view, the Head of the Computing Field chose randomly a student profile from the Computing Field.</p> <p>The selected student is a registered student in the Programme of Computer Systems and Networking, 2 years Diploma. Among his courses, “Network Installations” course was listed.</p> <p>The EEC requested to open a lab of the particular course to see the content.</p> <p>We would like to mention that the “Network Installation” course is not included in the BSc in Computing.</p> <p>Actions taken:</p> <p>Please refer to the reply 1.15 above.</p>	
<p>Based on the video lectures, the physical lecture and on interviews with students, the EEC concludes that teaching methods are outdated.</p>	<p>2.7</p> <p>Please refer to the replies 1.15, 2.5, 2.6 above.</p>	
<p>The students interviewed by the EEC pointed out that the academic level of the lectures was not advanced enough.</p>	<p>2.8</p> <p>Students have the opportunity to express their opinion through the following tools provided to them:</p> <ol style="list-style-type: none"> 1. Course and Lecturer Evaluation by students which is completed every semester. 2. Make a complaint anonymously in the Suggestion and Complaint Box. 3. Contact directly the QA Officer for any concern they have. 4. Contact directly a member of the Counselling team. <p>Any relevant comment never came to our attention.</p>	

	<p>Actions taken:</p> <ol style="list-style-type: none"> 1. We have followed the procedure “Quality procedure for Faculty Members” as mentioned above in the reply 1.15. 2. New Faculty members have been employed. 3. Regular visits in class per semester by the Dean will take place. 4. The midterm student feedback has been applied. 	
<p>The students interviewed by the EEC also pointed out that more activities were needed for students in class. They did not know who the other students in their year were</p>	<p>2.9</p> <p>We would like to emphasize the impact that Covid 19 had on student life and recreational activities.</p> <p>As from Fall 22 courses are delivered in class with physical presence therefore the social isolation will be gradually eliminated.</p> <p>Please refer to the reply 1.18 above.</p>	
<p>They did not have a way to contact other fellow students from the same class via the online platform. They did not have social or athletic activities to bring them together. The college administration informed us that they do not allow students to interact via the online platform for GDPR issues.</p> <p>This is easily solved by asking students to give their permission for their name and photo to be displayed within the group of people enrolled in a class.</p>	<p>2.10</p> <p>The ELMS platform cannot offer the possibility of general communication between students.</p> <p>Actions taken:</p> <ul style="list-style-type: none"> • Similarly, to Moodle, in the ELMS platform when a new task /assignment is published the list of student names is visible to everyone. 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. • We have provided emails to students of the computing field with the college’s domain so as to be able to have access to academic versions of software. <p>Please also refer to the reply 1.18, 2.9 above.</p>	
<p>Overall the EEC concludes that the present process of teaching and learning does not adequately support students’ individual and social development.</p>	<p>2.11</p> <p>Please refer to the replies 1.15, 1.18, 1.21, 1.24, 2.5, 2.6, 2.8.</p>	

<p>The organisation and the content of practical training for some modules appears to vary according to the teacher's perception of student performance. Specifically, for the Software Engineering modules, the teacher informed the EEC that only good students are invited to work in industrial projects. The remaining students work in non-industrial projects. This is an alarming practice. All students should be offered the same level of learning opportunities. There should be no discrimination or hindrance in the teaching and learning material and experiences that students are exposed to.</p>	<p>2.12</p> <p>Please refer to the reply 1.10 above.</p>	
<p>When grading student work, written feedback is not always given alongside the grade. This point should be remedied. Written feedback should always accompany graded work to support the development of the learner. This feedback should be in written form, should be given to all students for all submitted work, and it should clearly demonstrate the extent to which the intended learning outcomes have been achieved. Communicating feedback on an ad hoc basis if and when students request an explanation of their grade does not support the learning process adequately enough.</p>	<p>2.13</p> <p>Action taken:</p> <ul style="list-style-type: none"> The following paragraph has been included in the Lecturer's Handbook and in the procedure "Grading System" passed on to all Lecturers. <p>Grading student work</p> <p>Written feedback should always be provided to your students to justify the given grade and provide the necessary information for your student development. Feedback is provided for midterms, final examinations and assignments/projects (individual and group).</p> <p>This feedback is returned to the Academic Office together with the answered examination sheets and kept in archive for five years.</p> <p>Please refer to Annex 8 "Lecturers' Handbook" page 9.</p>	
<p>Student feedback seems to be the way that quality of teaching is assessed and the Director of the programme reviews and discusses with the lecturers. Teaching mentors should be</p>	<p>2.14</p> <p>As mentioned in the Doc 200.1 page 24 the Faculty Evaluation consists of the following criteria:</p>	

<p>assigned to junior lecturers who should be active in attending at least one lecture each semester and give feedback on improvement.</p>	<ul style="list-style-type: none"> • Lecturers Evaluation by the Academic Dean (30%) • Lecturers Evaluation by the Students (30%) • Participation in Research Projects and Conferences (15%) • Content and Quality of Assessment Material (10%) • Involvement in Curriculum Development & Students Counseling and supervision (5%) • Discipline and Administrative Obligations (5%) • Participation in Meetings and extracurricular activities (5%) <p>Action taken:</p> <ul style="list-style-type: none"> • We have created the new procedure “Teaching mentors to junior Lecturers” <p>Teaching mentors to junior Lecturers</p> <p>Junior Lecturers applies to any Faculty member with minimum teaching experience.</p> <p>Teaching mentors are assigned to junior lecturers in order to support them on their development and safeguard the quality delivery of the course and achievement of the expected learning outcomes.</p> <p>Teaching mentors attend at least one lecture each semester. The Teaching mentors give feedback for improvement.</p> <p>Please refer to Annex 11 “Quality Assurance Handbook Index”</p>	
<p>The coherence and depth of the programme should reflect a Bachelor’s degree and align with the ACM taxonomy of taught courses.</p>	<p>2.15</p> <p>Please refer to the reply 1.1.</p> <p>Please also refer to Annex 1 “Revised Structure”</p> <p>Please refer to Annex 7 “Clarifications regarding programme structure”:</p> <ol style="list-style-type: none"> 1. Table 1: Categorization of courses presented to the EEC. 2. Table 2: “Elements of Computing Knowledge” included in the CC2020 Guidelines. 	

	3. Table 3: “Landscape of Computing knowledge included in the CC2020 Guidelines.	
The part-time Computer Science faculty should be involved more actively in the development of the curriculum of the programme, especially for the courses they will be teaching.	2.16 Please refer to the reply 1.4, 1.17 above.	
There was no evidence that the students, either past or present, or representatives from trade bodies or industry were involved in the curriculum development process.	2.16 Please refer to the replies 1.4, 1.8 above.	
It is intended that some of the courses such as Software Engineering 1 and especially Software Engineering 2 will be delivered in collaboration with industry through the lecturers’ personal contacts. The College should ensure that all students have equal opportunity to work with industry and that this opportunity is not restricted to selected students. Offering the opportunity to all students to work on industry projects or internships can further enhance the connection of theory and practice, and industry related skills. Visits to large scale data centers could also be quite useful to better prepare students for what to expect in their field.	2.17 Please refer to the reply 1.10 above.	
From the limited exposure to teaching that the EEC had in terms of a live class and recordings, the lecturers should engage more with the students in the class. The lecturers should receive as a matter of course training in pedagogical methods for teaching at the Bachelor’s degree level.	2.18 Please refer to the replies 1.15, 2.5, 2.6, 2.8 above.	

<p>The College is investing to encourage research at least for the full-time Faculty members, however at present there is limited opportunity for students to be involved in collaborative research projects during their undergraduate programme.</p>	<p>2.19</p> <p>We would like to mention that in Spring 20 and Fall 21 students enrolled in the Programming Principles course took part in research through which data has been collected for the purpose of a scientific publication in the field of HCI.</p> <p>In this exploratory study students had to utilize ARM and IOT technology and implement smart digital artifacts for solving real life problems utilizing their programming skills.</p> <p>Similar activities are planned for the coming semester and are applicable to all students. Additionally, our students are involved in their research activities through their final project. Within this, the students can present their final project's research results during our Faculty & Students Colloquium.</p> <p>The students can publish their final project's results in The Social Sciences And Technology Research Journal, which is the college's journal and, at the moment, we are finalizing its Issue 3.</p> <p>Furthermore, as it was mentioned in Document 200.1 point 3.1.9 page 398:</p> <p>One of the objectives of the research is to engage students with the current and future research projects. Student training and education in the research is considered sufficient. Students have access to a detailed Project Guideline which is an important tool for research training.</p> <p>Additionally, all students registered in degree programmes of study are required to attend and successfully pass the subject Research Methodology STA 301 and Research Methods in Computing STA 321.</p> <p>These courses enable students to appreciate information generated by techniques useful in the decision-making process and to provide an insight into how the information generated by such techniques can be evaluated and used alongside that from other sources. They present a comprehensive and balanced introduction to both qualitative and quantitative approaches to social research with an emphasis on the benefits of combining various approaches.</p>	
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<p>The grades for the assignments and examinations are returned within the stipulated period, however the students have to contact the lecturers to receive feedback. It should be a matter of routine that all assignments receive written feedback along with their grades.</p>	<p>2.20</p> <p>Please to refer to the reply 2.13 above.</p>	
<p>It is intended that the students meet their project supervisors three times a semester. This is inadequate and supervisor-student meetings should be weekly.</p>	<p>2.21</p> <p>Please refer to the reply 1.11 above.</p> <p>Please refer to Doc 200.1 Annex 2 Course Description “Final Project 1 & 2” pages 255 – 258.</p>	
<p>Independent oversight of the degree course could be improved with the appointment of an External Examiner for a maximum of 3 years who will scrutinise the examination papers, have access to special circumstances decisions, and attend the Examination Board as an ex-officio member.</p>	<p>2.22</p> <p>Please refer to the reply 1.9 above.</p>	

3 Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>The college plans to double student intake in the next 3-4 years, and is aware of the need to also increase the number of teaching staff. It is not clear how concrete these plans are (they were communicated only orally and only upon probing by the EEC.)</p>	<p>3.1</p> <p>We would like to emphasize that the programme is a non-accredited programme with 22 registered students.</p> <p>The accreditation of the programme is the most important factor to attract students. Since our mission is to provide high quality and affordable higher education it is clear to us that as the number of students increases at the same time more full-time staff will be employed. This was clearly stated and explained to the EEC.</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>Action taken:</p> <ul style="list-style-type: none"> • New Faculty members have been employed. <p>Please refer to Annex 6 “Contracts of Employment”.</p>	<p>Choose an item.</p>
<p>The teaching staff stated that there are opportunities for students to be involved in research projects. The EEC recommends that this practice applies to all students unequivocally, to strengthen the link between education and research.</p>	<p>3.2</p> <p>Please refer to the reply 2.19 above.</p>	<p>Choose an item.</p>
<p>The institution does not support adequately the competence of their teaching staff. There is no compulsory didactic and pedagogical training for teaching staff. As a result, the students’ teaching and learning experience is substandard (see section 2).</p>	<p>3.3</p> <p>In order to promote Student Centered Learning, we provide seminars such as “The Lecturer: A Cultivator of Soft skills for Students” which was delivered on December 2020.</p> <p>After the completion of the workshop on SCL provided by CYQAA on 6th and 7th of September 22, we have organized a meeting with the Faculty providing them with all information and material gained from the workshop.</p>	<p>Choose an item.</p>

	<p>Additionally, on the 2nd of November 2022 we have invited all Faculty members to a meeting aiming to discuss the importance of SCL and its applications in teaching and assessment, sharing effective practices.</p> <p>In order to verify that SCL is applied in teaching and assessment we have revised the procedure “Lecturer’s and Course Evaluation by Students” as from 2020 to include questions regarding student centered methods provided by the Lecturer.</p> <p>Actions taken:</p> <ol style="list-style-type: none"> 1. A workshop regarding SCL pedagogical approaches has been scheduled for the end of February 23 (the exact date will be announced). Dr Antigoni Parmaxi and Ms. Anna Nicolaou from «Δίκτυο Ενίσχυσης και Ανάπτυξης της Μάθησης» from the CUT University have been invited as Guest Speakers. 2. Regular visits in classes per semester are performed by the Dean aiming to verify that SCL is applied. 3. During the established Faculty meeting that takes place at the beginning of each semester training will be offered to all Lecturers on Student Centered Learning. 	
<p>The EEC has however noticed some alarming practices, such as the position that staff should work on research applications for external funding during their holidays, or the complete lack of administrative support in submitting and running externally funded projects.</p>	<p>3.4</p> <p>This comment cannot refer to all Faculty.</p> <p>The conclusion of the EEC might have been an impression given by a specific Faculty member. The specific part-time Lecturer is not participating in research activities of the College and he is not funded by the College. His research activity is on his personal free time including holidays.</p> <p>Full time faculty involved in research have a flexible time schedule which allows them to allocate their working hours (except teaching hours) according to their wish.</p> <p>They are obliged to be at College premises at least three (3) times per week including teaching days. The rest working hours can be completed from home.</p> <p>Please refer to Annex 9:</p>	<p>Choose an item.</p>

	<ul style="list-style-type: none"> • Allocation of Faculty/Administrative staff workload • Actual time allocation of the Full-time researchers for the year 2022. <p>At this point we would like to mention that during the summer period (June – September) where there are no classes or there is a minimum number of classes offered, all full-time academics involved in the Research Office are fully committed to research with no teaching duties.</p> <p>Regarding the administrative support of external funding projects to researchers, we would like to mention that this question was raised during the meeting with the administrative staff. During that session the EEC interviewed our Academic Administrators and the Secretary.</p> <p>This question was not raised to the Head of Research or the Administration and Finance Director who are responsible for issues regarding research.</p> <p>We would like to emphasize that the College has been actually engaged in external funding research projects the last two years.</p> <p>The Research office is now participating in four (4) external funded research projects.</p> <p>The Research Office is comprised with five (5) full time academics actively involved in research funded by the College and by external funding.</p> <p>At the moment administrative support for budgeting of the EU funded projects is provided by the Director of Administration and Finance. The organization of events is done by the full-time academics in collaboration with the QA Officer.</p> <p>More administrative staff will be involved for support when the number of funded running projects increases.</p>	
<p>It is not clear how teaching staff can conduct research on an adequate level when they are expected by default to teach four out of five days per week and spend only one day per week on research (20% of</p>	<p>3.5</p> <p>The procedure as it was mentioned in the Document 200.1 page 105 includes an indicative table that shows that we control the workload of our staff.</p>	<p>Choose an item.</p>

<p>their time allocated to research and 80% allocated to teaching).</p>	<p>Additionally, to the table, there is information after the table that indicates the maximum teaching hours of Faculty with administrative tasks.</p> <p>Overall, a member of the faculty who is involved in research without any other administrative duties has a teaching load of maximum 12 hours per week and another 8 hours are allocated for preparation and office hours. The remaining 18 hours are allocated for research which is equivalent to 47% of their time.</p> <p>Action taken:</p> <ul style="list-style-type: none"> • We have revised the procedure “Allocation of Faculty/Administrative staff workload”. <p>Please refer to Annex 9:</p> <ul style="list-style-type: none"> • Allocation of Faculty/Administrative staff workload • Actual time allocation of the Full-time researchers for the year 2022. <p>At this point we would like to mention that during the summer period (June – September) where there are no classes or there is a minimum number of classes offered, all full-time academics involved in the Research Office are fully committed to research with no teaching duties.</p>	
<p>The part time staff within computer science informed the EEC that they do not conduct research as part of their work at the college. The remaining three full time members of staff within computer science did not appear to be overall very active in research. Two of them had an average of 1,5 publications per year and an average of 0,5 participation in an application for external funding. This is understandable given their managerial duties and the poor research to teaching ratio.</p>	<p>3.6</p> <p>The following information was provided to the EEC during the accreditation:</p> <p>The Research Office invites all Faculty members at the beginning of each academic year in a meeting to discuss opportunities for research activities/projects and their involvement in the write-up process of EU funded project applications.</p> <p>The highest interest for participation is expressed mainly by the full-time staff to whom their involvement in research is highly encouraged and motivated by the management.</p> <p>Even that research incentives are the same for all faculty members, a lower interest is expressed by the part time members of the faculty mainly due to limited time.</p>	

	<p>Please refer to the Document 200.1 page 60-61 and pages 397 – 398 point 3.1.8 for the incentives.</p> <p>A number of part-time Faculty members are actively involved in research programmes but their work is individual and therefore they are not funded by the College. This has been clarified to the EEC.</p> <p>An exemption is a part time Faculty member of the Computing Field, who recently expressed her interest to join the team. The Head of Research provided her with guidelines and a schedule of what is expected of her. She will be financially supported by the College in her research activities. The EEC had the opportunity to interview her and this information has been provided to the EEC.</p> <p>One factor that affects the minimum number of publications by our Faculty is that the majority aim to publish their research work in peer – review academic journals rather than in conferences. This is a time-consuming process.</p> <p>Another factor that affects the number of publications is that the College does not offer PhD programmes through which lecturers will have the opportunity for more publications as supervisors of PhD students.</p>	
<p>There is a procedure for teaching relief to support research, but this requires the staff to have already conducted a piece of research significant enough to earn the teaching reduction. Doing so is not trivial under the present circumstances. Overall, The allocation of teaching hours compared to the time for research activity is not appropriate.</p>	<p>3.7</p> <p>This comment does not reflect the general College policy as it was mentioned in the Document 200.1 page 60-61 and pages 397 – 398 point 3.1.8:</p> <p>The College policy is to continuously improve in the field of research therefore it provides the following incentives to all Faculty. Please refer to the Document 200.1 page 60-61 and pages 397 – 398 point 3.1.8.</p> <p>Please refer to the reply 3.5 above.</p> <p>Please refer to Annex 9:</p> <ul style="list-style-type: none"> • Allocation of Faculty/Administrative staff workload • Actual time allocation of the Full-time researchers for the year 2022. 	
<p>Structured procedures for didactic and pedagogical</p>	<p>3.8</p> <p>Please refer to the reply 3.3 above.</p>	

<p>training of staff development are non-existent</p>		
<p>However, their pedagogical and didactic qualifications are not always adequate, as witnessed in the video lectures and the physical lecture (see section 2). The teaching staff is not regularly engaged in professional and teaching-skills training and development. Out of the nine members of teaching staff that the EEC interviewed, only one had attended a seminar of the use of educational technologies at the college. This activity appeared to be a one-off event.</p>	<p>3.9</p> <p>As previously mentioned, the College offers a number of meetings to its faculty members in which workshops for SCL teaching and assessing methodologies are discussed and demonstrated.</p> <p>The EEC generated the conclusion that “only one faculty member attended a seminar of the use of educational technologies” without giving the proper chance to all faculty members to reply to their questions.</p> <p>The EEC was asking questions directly to a specific faculty member (immediately after the visit performed in his class) without encouraging the other members for participating in a dialogue.</p> <p>Please refer to the replies 1.15, 2.5, 2.6, 2.8, 3.3 above.</p> <p>Please refer to Annex 12 “Faculty meeting minutes”.</p>	
<p>The teaching staff status (full/part time) is not entirely appropriate to offer a quality programme of study. The part time staff is not engaged in research as part of their employment at the college.</p>	<p>3.10</p> <p>Please refer to the replies 1.14, 3.6, 3.7</p> <p>We would also like to mention that there is a significant number of very high standard professionals in the industry who have a strong wish to offer their knowledge and expertise to students therefore they are involved in teaching together with their professional careers. These professionals cannot be employed as full-time staff.</p> <p>Actions taken:</p> <ul style="list-style-type: none"> • We have proceeded in the employment of new Faculty. <p>Please refer to Annex 6 “Contracts of Employment”</p>	
<p>It was not entirely clear to what extent part time staff practically offers office hours to students</p>	<p>3.11</p> <p>Please refer to the reply 1.16 above.</p>	

<p>(the EEC received confusing information on office hours, pointing to a possible miscommunication between teachers and students)</p>	<p>Please also refer to Annex 3 “Sample of Course Outline”.</p>	
<p>Part time staff, when interviewed, did not appear engaged in further developing their teaching skills, but rather saw this as a part time job alongside their other employment elsewhere. The EEC recommends that more full time staff is hired, so that the programme can be better supported on the teaching, research and managerial level.</p>	<p>3.12</p> <p>This comment cannot refer to all our part time Faculty. The conclusion of the EEC might have been an impression given by a specific Faculty member.</p> <p>At this point we would like to mention that members of the faculty who participated through an online connection either because they were abroad or because of illness they were not given the proper chance by the EEC to reply to questions.</p> <p>The sound on an online connection is not adequate and sometimes repetition of questions was required by the particular members. Unfortunately, this was not provided due to the strict time scheduled the EEC continuously was referring to.</p> <p>Actions taken:</p> <ul style="list-style-type: none"> • We have proceeded in the employment of new Faculty. <p>Please refer to Annex 6 “Contracts of Employment”</p>	
<p>Currently there is no concrete staffing planning. Presently, there are 3 FT plus 5 PT teachers. The senior management does not have a clear idea on the full-time equivalent number, but it is estimated to be around 5 FTEs. The management did indicate 6FT staff as an inspiration, but no concrete/written business planning. This point needs to be addressed.</p>	<p>3.13</p> <p>Please refer to the reply 3.1 above.</p> <p>Actions taken:</p> <ul style="list-style-type: none"> • We have proceeded in the employment of new Faculty. <p>Please refer to Annex 6 “Contracts of Employment”.</p>	
<p>From the conversation with current staff, it seems that part-time staff are working for the college as contractors rather than employees. This</p>	<p>3.14</p> <p>Please refer to the replies 1.4, 1.17, 3.10, 3.12</p>	

<p>perhaps can be clarified; however, the loose affiliation between part-time staff and the College is clear. This point needs to be remedied, so that part time staff are actively engage in all facets of running the programme and supporting the college as an institution.</p>		
<p>Lack of critical mass; this has a dramatic impact on all aspects of the academic environment, including teaching delivery, student engagement, research activity, and collective long term vision. The College also relies on visiting professors/scholars to deliver teaching. Efforts should be intensified to achieve a sufficient critical mass.</p>	<p>3.15</p> <p>The College is self-supported financially with no government funds or support. Nevertheless, it managed to operate and develop.</p> <p>The College offers eleven (11) accredited programmes including an MBA programme, a bachelor's degree in Hotel Management, a Higher Diploma in Accounting accredited also by both ACCA and ICAEW and eight (8) Diplomas.</p> <p>Due to Covid 19 and the continuous bad publicity by the government and the strategy that the government follows against the Colleges our number of registered students has been reduced. In spite the difficulties we still remain focused to our mission.</p> <p>As it was explained before we employ full time and part time faculty to support our programmes. The number of part time staff for each programme complies with the Law. Nevertheless, as explained to the EEC our clear goal is to increase the full-time staff as the number of students increases.</p> <p>Please refer to the reply 3.1 above.</p>	
<p>Related to point 2: imbalance between permanent and part time staff. After 10 years of running the current programme, there are only 3 full time core CS staff. This indicates a lack of commitment. Efforts should be made to remedy this.</p>	<p>3.16</p> <p>We would like to mention again that this programme is not accredited therefore there is limited interested from candidate students.</p> <p>We would like to mention that during these ten (10) years we had both full time and part time staff who delivered the courses appropriately.</p> <p>There is a significant number of very high standard professionals in the industry who have a strong wish to offer their knowledge and expertise to students therefore they are involved in teaching together with their professional careers. These professionals cannot be employed as full-time staff.</p>	

	<p>We would like to emphasize on the difficulty we face to recruit full time staff with PhD degree.</p> <p>Please also refer to the replies 1.14, 3.1, 3.15 above.</p> <p>Action taken:</p> <ul style="list-style-type: none"> We have employed new Faculty. <p>Please refer to Annex 6 “Contracts of Employment”</p>	
<p>It is worrying that the senior management does not see it is necessary to invest in staff first before taking on more students. The reverse is necessary for the healthy and sustainable operation of this programme</p>	<p>3.17</p> <p>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>As it was explained to the EEC our clear goal is to increase the full-time staff as the number of students increases.</p> <p>Please also refer to the replies 1.14, 3.1, 3.15 above.</p> <p>Please refer to Annex 6: “Contracts of Employment”</p>	
<p>There is no incentive for part-time staff to engage in research that could be counted towards the College. For instance, there are part-time staff that are officially affiliated to other institutions that their research contribution cannot be included in this College. This point should be addressed</p>	<p>3.18</p> <p>The College policy is to continuously improve in the field of research therefore it provides the following incentives for all Faculty. Please refer to the Document 200.1 page 60 and pages 397 – 398 point 3.1.8 for the incentives.</p> <p>Please refer to the Document 200.1 point 4.3.3 “Career Development and Progress” pages 400-409.</p> <p>Additionally, we would like to mention that most recently one part time Faculty has joined the team. The Head of Research provided her with guidelines and a schedule of what is expected of her. She will be supported by the College in her research activities. This information was provided to the EEC by the Faculty member personally.</p>	

	<p>The College used to maintain a complete list of publications of all its faculty members as a part of their evaluation. Research activity earns 15% in Faculty Evaluation.</p> <p>Individual research performed by each Lecturer in collaboration with other HEIs doing their Doctorate and/or Post doctorate Degrees also counts in the Faculty Evaluation Scheme.</p> <p>A number of part-time Faculty members are actively involved in research programmes but their work is individual and therefore they are not funded by the College. This information has been clarified to the EEC while interviewing them.</p> <p>A clarification mail was also sent as supplementary to the EEC by the management of the College.</p> <p>Actions taken:</p> <ul style="list-style-type: none"> • The complete publication list is not available to the public. • Only the personal profiles of our researchers funded by the College will be published on our website. • In the document 200.1 a clarification will be provided for individual and funded work. 	
<p>Although the student to staff ratio is low, the course to staff ratio is very high. Each member of staff needs to deliver a high number of courses. This can be very problematic in teaching specialised subjects.</p>	<p>3.19</p> <p>In the Document 200.1, pages 98 -101, the Table 3 “Allocation of courses” indicates when each course is offered (Fall or Spring semester) and whether the course is compulsory or optional.</p> <p>Compulsory courses are offered according to student’s programme form requirements. Optional courses are offered according to demand.</p> <p>The maximum number of courses to be delivered by each Lecturer, if all courses are offered at the same semester is four (4).</p> <p>Actions taken:</p> <ul style="list-style-type: none"> • We have employed new Faculty. • We have revised the allocation of courses. <p>Please refer to:</p> <ol style="list-style-type: none"> 1. Annex 6 “Contracts of Employment” 	

	2. Annex 10 “Revised Allocation of courses”	
Promotion route for part-time staff is not clear. Again this removes the incentive to perform high quality teaching and research. This point should be addressed.	<p>3.20</p> <p>As it was mentioned in the Document 200.1 point 4.3.3 pages 400-409.</p> <p>The professional career development of the Academic Staff members and their involvement in research, either on an individual basis or under the umbrella of CTL Eurocollege, as well as their participation in research programmes in collaboration with other Higher Education Institutions is something which is very much encouraged by CTL Eurocollege management.</p> <p>This applies to all faculty.</p> <p>This information is included in the Lecturers’ Handbook.</p> <p>Please refer to Annex 8 “Lecturers’ Handbook”</p>	
Staff training needs to be more comprehensive, regular, structured and compulsory.	<p>3.21</p> <p>Please refer to the replies 2.5, 3.3 above.</p>	

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>To attract students, it may be helpful to enrich courses with hot topics in the field, and to actively promote and advertise the positive values and high potential of this program to prospective students and relevant stakeholders.</p>	<p>4.1</p> <p>Please refer to the reply 1.1 above.</p> <p>Please refer to Annex 7 “Clarifications regarding programme structure”:</p> <ol style="list-style-type: none"> 1. Table 1: Categorization of courses presented to the EEC. 2. Table 2: “Elements of Computing Knowledge” included in the CC2020 Guidelines. 3. Table 3: “Landscape of Computing knowledge included in the CC2020 Guidelines. 4. Annex 1 “Revised structure” <p>Actions taken:</p> <ul style="list-style-type: none"> • A marketing plan is set and will be applied as soon as the programme is accredited. A non-accredited programme does not attract a satisfactory number of students. • Our marketing department establishes synergies with well-known businesses in various fields through which we aim to bring industrial projects and assign groups of students working on them. • Expansion of our existing network with the relevant industry will be applied in order to increase employability rate of our graduates. This will also attract new students. 	<p>Choose an item.</p>

5 Learning resources and student support
(ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>All the students have access to a counselor who helps with their pastoral care, but it is less clear who takes care of academic issues should they have difficulties.</p>	<p>5.1</p> <p>Due to the small size of the Institution, students maintain a close contact with the Academic Administrators and the Dean who provide them with any assistance they may need regarding academic matters.</p> <p>Additionally:</p> <ul style="list-style-type: none"> • At the beginning of each semester all new students receive a welcoming mail providing them with information on student counselling and how to contact the QA Officer if they need any assistance. • The College follows the procedure Support for students with poor academic performance. Please refer to the reply 1.12 • A counselling services team is available to students. The Counselling Services team consists of experienced members of the academic personnel of the College. The team provides academic and career counselling to students. • Lecturer’s Office hours are provided and are published on the course outline which is uploaded on the ELMS platform. <p>Action taken:</p> <ol style="list-style-type: none"> 1. We have issued and will be applied as from Spring 23 the new procedure “Lab Assistants” <p>Lab Assistants</p> <p>Students of the Computing Field on their final year of study with a GPA ≥ 3.50 with no discipline issues are assigned by the Head of the Computing Field to assist other students with poor academic attendance.</p> <p>Lab Assistants are available during Lab hours which are published on the platform and on the board according to each semester’s timetable.</p>	<p>Choose an item.</p>

<p>From the site visit, accessibility is generally fine, but there are places with accessibility issues that are shared by current staff. For instance, it is impossible or impractical for wheelchair users to navigate in the library. Library computers are on a different floor which can only be accessed through a different entrance which is used by a different department.</p>	<p>5.2</p> <p>There is no access to ERC for students on wheelchairs, but there is access through the Elevator on both Computer Labs on the 1st floor is available.</p> <p>Action taken:</p> <ul style="list-style-type: none"> • We have moved the book shelves in order to provide more space for students on a wheelchair to navigate. • We have placed two (2) additional computers to the ground floor (in the library) accessible for people on wheelchairs. <p>Please refer to Annex 15 “Revised Infrastructure”.</p>	<p>Choose an item.</p>
<p>IT equipment for students seems generally adequate. However, students do need to share computing devices in certain classes. Equipment upgrade and maintenance are on a needs basis. From the conversation with the management, it seems there is no forward looking planning, e.g. an annual defined budget for teaching hardware. Investment is reactive according to student intake, which may be practical with a small cohort of students, but this is not a good practice in the long term, particularly since the ambition of the college is to dramatically increase the student numbers.</p>	<p>5.3</p> <p>As mentioned in Doc. 200.1 Annex 4 “Infrastructure” page 352 and 358 students have access to:</p> <p>Computer Lab 1: 19 desktops Computer Lab 2: 15 desktops Electronic Research center: 9 desktops Library: 2 desktops (placed additionally on 23rd December 2022).</p> <p>Please refer to Annex 15 “Revised Infrastructure”.</p> <p>Please also refer to Annex 17 “Photographs of Labs and Library”.</p> <p>The number of students in each computer class is not more than the available number of desktops therefore students do not share any computers.</p> <p>If the number of students registered in a course exceeds the number of available Desktops, then students are separated into groups with different time schedule.</p> <p>In the Lab 2 there are 6 workstations of CISCO Router and Switches which are used for the Networking courses and students are working in groups. This is the only equipment which is sharable.</p> <p>The current number of students enrolled in the programme is low (22) and the management</p>	<p>Choose an item.</p>

	<p>expressed its ambition to double this number when the programme is accredited.</p> <p>The term “dramatically increase” can only be considered as offensive.</p> <p>According to our statistics, after the accreditation of our MBA programme the number of registered students doubled and this information was passed on to the EEC.</p> <p>During the academic year we held ad hoc meetings regarding infrastructure and software/hardware updates.</p> <p>Additionally, College is following the procedure:</p> <p>Quality Assurance As Regards Learning and Student Resources</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"> 1. Confirm the efficacy of the lecture rooms and their facilities. 2. Certify the renewal of the electronic library subscription. 3. Verify that the databases provided to students and staff through the electronic library are sufficient. 4. Substantiate that the databases support the research and development strategy set by the college. 5. Verify the renewal of magazines and journal subscriptions that support the programmes of study. 6. Verify that the library collection has been suitably enriched. 7. Establish that all library books are updated regularly and that all books mentioned in the syllabi are included in the library collection. 8. Confirm that the computer lab equipment is of the latest technology. 9. Certify that the building facilities are of an appropriate level and equally accessible to all students. 10. Verify that building facilities comply with the Health & Safety Regulations. 	
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	<p>11. Confirming 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>The students have access to around 18 Windows PCs in two laboratories which are open from 9am to 6pm and when the rooms are not being used for any class. The College should ensure that students have access to PCs at least at all times.</p>	<p>5.4</p> <p>As mentioned in Doc. 200.1 Annex 4 “Infrastructure” page 352 and 358 students have access to:</p> <p>Computer Lab 1: 19 desktops Computer Lab 2: 15 desktops Electronic Research center: 9 desktops Library: 2 desktops (placed additionally on 23rd December 2022).</p> <p>Please refer to Annex 15 “Revised Infrastructure”.</p> <p>Please also refer to Annex 17 “Photographs of Labs and Library”.</p> <p>The Electronic Research center and the Library are available all day from 9 am to 6 pm.</p>	<p>Choose an item.</p>
<p>Some but not all of the teaching rooms have Smartboards. The College is situated on a busy thoroughfare and the traffic noise carries through to the classrooms. The College should consider better sound-proofing of the classrooms.</p>	<p>5.5</p> <p>All classrooms are equipped with white boards, projectors and desktops.</p> <p>Actions taken:</p> <ul style="list-style-type: none"> • Smartboard has been installed in Lab1. • We are considering moving to new premises. • We have placed portable microphones to the audio systems of the classrooms near the main road. <p>Please refer to Annex 18 “Receipts for Microphones & Smartboard”.</p>	<p>Choose an item.</p>
<p>The library is shared with other courses in Tourism, Business Management and Law. The three sections devoted to computer science books could be improved with newer editions of standard textbooks and expanded for the anticipated increase in student numbers.</p>	<p>5.6</p> <p>An existing course syllabus is reviewed by the Lecturer and suggestions for upgrades are required when courses are allocated to lecturers prior to the beginning of the semester.</p> <p>The Lecturer sent written suggestions to the Academic Office and the QA Officer. Modifications on courses in an accredited programme must not exceed the 10%.</p>	

	<p>The bibliography is upgraded in collaboration with the Librarian.</p> <p>All books mentioned in all syllabi are ordered and available for lending in the library.</p> <p>The same procedure is also followed before the accreditation/re-accreditation of a programme, without the 10% modifications restriction.</p> <p>Please refer to the Doc 200.1 Annex 2 Course Description pages 108 - 280.</p> <p>The College maintains subscription with KKYB (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: http://www.ctleuro.ac.cy/en/the-college/library/search-library/databases-a-to-z-catalogue</p> <p>Please refer to Document 200.1 Annex 4 Infrastructure pages 358.</p> <p>Please also refer to Annex 16 “Order of New Computing Books”.</p>	
<p>Although the access to the teaching areas of the building such as classrooms and laboratories were adequate for wheelchair-bound students, the aisles within the library were too narrow for maneuvering.</p>	<p>5.7</p> <p>Action taken:</p> <ul style="list-style-type: none"> • We have moved the book shelves and any other barrier in order to provide more space for students on a wheel chair to navigate. 	
<p>The students should have a private space that can be their own where they can work between lectures.</p>	<p>5.8</p> <p>The College provides:</p> <ul style="list-style-type: none"> • a Library that includes a study area and two (2) desktops (placed additionally on 23rd December 2022). • an Electronic Research Center which is equipped with 9 desktops. <p>Please refer to Annex 15 “Revised Infrastructure”.</p>	

	<p>Please also refer to Annex 17 “Photographs of Labs and Library”.</p> <p>Also, students can have access to any classroom including computer labs, whenever they are available.</p>	
Active effort should be made for students in each year cohort to know each other with social engagements at the start and during the academic year.	<p>5.7</p> <p>Please refer to the reply 1.18 above</p>	
There seems to be a lot of ignorance from the students about the services available to them. Even though everything indicated that they are provided with access to the labs and to the computers at the library, the interviewed students were not just unaware of this; they didn't even know there were computers in the library. This was also observed with the case of a student who would have wished to have had access to a Linux operating system through the institution, being unaware of the fact that there are computers running Linux virtual environments in the labs.	<p>5.9</p> <p>Students had the opportunity to practice on an online virtual Linux environment through the service provided by CISCO Netacad. This facility was extensively used during the COVID-19 period (March 2020 – August 2022) since classes were offered online.</p> <p>In the meantime, Linux OS was available in Computer Labs, nevertheless students were not utilizing this facility.</p> <p>The current semester Fall 2022 the course of Operating Systems is offered to students conventionally and they have the opportunity to utilize the Linux environment installed in computer Labs.</p> <p>Actions taken:</p> <ul style="list-style-type: none"> • A mail has been sent to all students providing them information regarding the infrastructure of the College and the services provided. 	
The online platform only provides communication services between the students and the institution staff. There is no other service provided to the students to communicate with each other. This can become an inconvenience in the case of group projects. A solution would be to provide each student with an email address that is registered in the institution's domain	<p>5.10</p> <p>Please refer to the reply 2.10 above.</p>	
There are cases where the equipment provided to the students for learning purposes	<p>5.11</p>	

<p>is adequate but does not fulfill the purpose of the class. For example, there are no physical FPGA boards available, only simulators on the computer labs.</p>	<p>We would like to clarify that the FPGA boards have been included in the new revised programme syllabi and currently are not in the existing Computer Architecture syllabus. A simulator is available in the Computer Labs. A quotation has been requested and the order will be completed once the revised programme is accredited.</p> <p>Please refer to Annex 14 “Quotation for FPGA board”.</p>	
<p>Even though the administrative staff has been observed to do a really good job, the institution still lacks the presence of counselors assigned for each student. This is understandable due to the small scale of the institution and the lack of faculty personnel, but there’s still room for improvement</p>	<p>5.12</p> <p>Counselling</p> <p>All Students are assisted by the skillful counselling services offered by CTL Eurocollege at no extra cost. The Students can discuss matters related to their studies, progress and private life, on an individual basis. In cases where the progress of a student is handicapped due to special circumstances, a personal approach is extended by CTL Eurocollege to assist them in overcoming the problem.</p> <p>Counselling Services team and Academic Mentoring</p> <p>The Counselling Services team consists of experienced members of the academic personnel of the College. The team provides academic and career counselling to students.</p> <p>The Academic mentors provide academic guidance and pastoral care to students related to their studies and give them a chance to discuss their experiences and help them succeed in their studies.</p> <p>The Academic Committee is responsible for assigning members of the Faculty as Academic mentors. Their names are published on the web platform as well as on the announcement boards and are available to all students requiring mentoring.</p> <p>Lecturer’s Office Hours</p> <p>The office hours for full-time Faculty are set for 2 hours per week and for 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.</p> <p>The office hours may be adjusted according to any special needs of the students.</p> <p>Student Counselling on personal matters</p> <p>Student Counselling on personal matters is available for all CTL Students at no extra cost and is provided by a licensed clinical psychologist. The aim of this service is to make sure that our Students feel supported by the College on all levels, academic and personal. This service also aims to help Students realize the cause of their problems and find the different options to overcome them.</p> <p>Appointments can be arranged during the week (09.00-18.00) by sending an email to the following address:</p> <p>counseling@ctleuro.ac.cy</p>	
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6 Additional for doctoral programmes N/A
(ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
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7. Eligibility (Joint programme) N/A
(ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For official use Only
<p>the program is re-designed in line with internationally recognised curricula and standards, and also in collaboration with external independent stakeholders, so that the Computer Science component is strengthened for instance;</p>	<p>Please refer to the replies 1.1, 1.2, 1.4 above.</p> <p>Actions taken:</p> <ul style="list-style-type: none"> • Even though the structure of the programme was based on the Computing Curricula 2020 CC2020 issued by ACM & IEEE, further developments have been applied. <p>Please also refer to:</p> <p>1. Annex 1 “Revised Structure”.</p> <p>Please refer to Annex 7 “Clarifications regarding programme structure”:</p> <ol style="list-style-type: none"> 1. Table 1: Categorization of courses presented to the EEC. 2. Table 2: “Elements of Computing Knowledge” included in the CC2020 Guidelines. 3. Table 3: “Landscape of Computing knowledge included in the CC2020 Guidelines. 	<p>Choose an item.</p>
<p>a clear business plan in order to build a team of permanent Computer Science lecturing staff so that core Computer Science teaching activities can be carried out by the permanent members of staff and thus to significantly reduce the reliance on part-time and visiting lecturing staff;</p>	<p>We would like to emphasize on the difficulty we are facing regarding recruitment of full time PhD holders in the specific field.</p> <p>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>Please refer to the replies 1.14, 3.1, 3.16, 3.17.</p> <p>Actions taken:</p> <ul style="list-style-type: none"> • New faculty has been employed. 	<p>Choose an item.</p>

	Please refer to Annex 6 “Contracts of Employment”.	
a careful consideration and planning should be in place to increase support staff before expansion in student numbers so that student experience and learning outcome can be ensured;	<p>Please refer to the reply 3.17.</p> <p>Actions taken:</p> <ul style="list-style-type: none"> • New faculty has been employed. 	Choose an item.
learning resources and facilities need to be enhanced and investment needs to be better planned, instead of on a needs basis;	<p>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>The provision of learning resources is examined and safeguarded through adhoc and formal meetings. Necessary actions are taken.</p> <p>Please refer to the replies 5.3, 5.6, 5.11</p>	Choose an item.
teaching staff is formally trained in didactics and pedagogics;	<p>Please refer to the replies 2.5, 3.3.</p> <p>Actions taken:</p> <ol style="list-style-type: none"> 1. A workshop regarding SCL pedagogical approaches has been scheduled for the end of February 23 (the exact date will be announced). Dr Antigoni Parmaxi and Ms. Anna Nicolaou from «Δίκτυο Ενίσχυσης και Ανάπτυξης της Μάθησης» from the CUT University have been invited as Guest Speakers. 2. Regular visits in classes per semester are performed by the Dean aiming to verify that SCL is applied. <p>Expansion of our existing network with the relevant industry will be applied in order to increase employability rate of our graduates. This will also attract new students.</p>	Choose an item.
student interaction and social life is actively supported;	<p>Please refer to the replies 1.18, 2.10.</p> <p>Actions taken:</p>	

	<ul style="list-style-type: none"> • A new Students Welfare Officer has been employed as from February 23. • An excursion has been planned for the beginning of Spring 23. • All lecturers have been reminded and encouraged to organise educational visits and trips for their students. • In the ELMS platform when a new task /assignment is published the list of student names is visible to everyone. 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. • We have provided emails to students with the college's domain. 	
<p>the teaching to research ratio (currently at 80% to 20% by default) becomes more balanced, to promote research;</p>	<p>Please refer to the reply 3.5.</p> <p>Overall, a member of the faculty who is involved in research without any other administrative duties has a teaching load of maximum 12 hours per week and another 8 hours are allocated for preparation and office hours. The remaining 18 hours are allocated for research which is equivalent to 47% of their time.</p> <p>Action taken:</p> <ul style="list-style-type: none"> • We have revised the procedure "Allocation of Faculty/Administrative staff workload". 	
<p>the college develops an action plan leading to an increasing number of students, something that would be beneficial in many ways, especially for the long-term sustainability of this program</p>	<p>Please refer to the replies 1.1, 4.1.</p> <p>Action taken:</p> <ul style="list-style-type: none"> • A marketing plan is set and will be applied as soon as the programme is accredited. A non-accredited programme does not attract a satisfactory number of students. • Our marketing department establishes synergies with well-known businesses in various fields through which we aim to bring industrial projects and assign groups of students working on them. 	



	<ul style="list-style-type: none">• Expansion of our existing network with the relevant industry will be applied in order to increase employability rate of our graduates. This will also attract new students.	
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Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Lakis Papathomas	Administration & Finance Director	
Dora Konstantinou	Academic Dean	
Marianna Papathoma	QA Officer	

Date: 7/2/2023

