Doc. 300.1.3

Date: Date

Feedback Report from EEC Experts

- **Higher Education Institution:**
  Cyprus College

- **Town:** Limassol

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

  In Greek:

  Τεχνικός Ηλεκτρονικών Υπολογιστών Και Δικτύων

  (2 ακαδημαϊκά έτη, 120 ECTS, Δίπλωμα)

  In English:

  Computer and Network Technician (2 academic

  years, 120 ECTS, Diploma)

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

- **Programme's status:** Currently Operating

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

A. External Evaluation Committee (EEC)

Name	Position	University
Michail Giannakos	Professor	Norwegian University of Science and Technology, Norway
Ciprian Daniel Neagu	Professor	University of Bradford, UK
Ferran Adelantado Freixer	Associate Professor	Universitat Oberta de Catalunya, Spain
Krinos Vasileiou	Student	Cyprus University of Technology, Cyprus

B. Guidelines on content and structure of the report

The EEC based on the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) and the Higher Education Institution's response (Doc.300.1.2), must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.

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

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
- All of the teaching staff employed for this study programme are P/T annual/semester-renewable contracts. This also makes it difficult to ensure proper follow-up of the QA processes and limits career development possibilities, research time, and agency from the teaching staff. Moreover, given the focus of some courses in consultation with the students, and the need to provide feedback to the various assignments, it is unclear how a programme with entirely hourly paid staff manages to deliver those tasks. Given the fact that this is a popular study programme with good enrolment numbers, the EEC recommends that greater effort should be paid to recruiting and supporting teaching staff. It is important to employ some F/T teaching staff but also give additional teaching hours to P/T teaching staff (that go beyond the actual classroom lecturing hours).	First, we would like to thank the EEC for the constructive suggestions and comments in the context of the re-accreditation of the Computer and Network Technician Diploma of Cyprus College Limassol. One of the most important goals of the College is to provide to the students the appropriate knowledge and experience to be able to meet the needs of the current industry. After the constructive suggestions of the EEC, the Administrative Committee in consultation with the Human Resources Department, agreed to proceed with the recruitment of additional full-time academic(s) staff. We agreed that FT academic staff will plays a vital role in the assessment of the organization, practicing their academic, pedagogic, and researching skills in favour to the further enhance of the Computer and Network Technician program and the growth of the Cyprus College in general. Our HR Department has already initiated the recruitment procedures. The recruitment procedure is expected to be completed before the commence of the new academic year (2023-2024). The contracts for supplementary full-time academic staff will be activated, commencing with the start of the 2023-2024 academic year. (See Annex #1) The new academic staff will play a vital role in the assessment of the organization, practicing their academic, pedagogic, and researching skills in favor to the enhancement of the Computer and Network Technician program and the growth of the Cyprus College in general. Recognizing the inherent time-consuming nature of the recruitment process (in consultation with CYQAA,) to keep you informed and confident in our progress, we will promptly share an initial response containing tangible evidence of our ongoing efforts. Rest assured, upon the	Compliance

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

eqar// enqa.

	successful completion of the process, we will follow up with comprehensive documentation. Furthermore, please find attached in Annex 2, the announcements that were made by the organization, regarding the job opening for full-time academic personnel. https://galileo.wd3.myworkdayjobs.com/en-US/european_university_cyprus_career_site/job/Instructor-in-Computer-Engineering--Cyprus-College-Limassol_R-13855-1?locations=cb6e761df69f0100f75c57b28d090000 (See Annex #2)	
- Some of the courses and the course descriptions need to be updated. For example "Introduction to PCs and Applications DCT100" can be "Introduction to Computer Technology" given that some of the content refers to the post-PC era anyway (e.g., IoT). This will also align it with the Greek title that is currently having a different meaning from the English one. The instructors names are TBA, and given that Georgios Pallaris is currently the campus director (his name is mentioned as the instructor of 8 courses). It is unclear who is currently teaching those courses (this connects also with the previous point). The teaching methodology section of most courses provides just the structure of delivery – and less information about how these classes will be delivered.	The course title and the course description of "Introduction to PC's and Applications DCT100" has been reviewed and changed. The new course title and content is "Introduction to Computer Technology" and reflects the purpose, objectives and learning outcomes of the course. Also, the course title and course description has changed in Greek language too so that both languages refer to the exact same meaning and content. The course in Greek has changed into "Εισαγωγή στην Τεχνολογία Υπολογιστών". Furthermore, an updated list of the instructors, including their teaching courses has been attached. (See Annex #3)	Compliance
- Teaching staff training, contributions to course revisions, teaching time beyond lecturing (e.g., correcting assignments), particularly as they deliver research-informed teaching, and consultation hours,	The Administrative Committee in consultation with the Human Resources Department decided to proceed with some modifications on academics' contracts in which teaching staff will be asked to participate in teaching staff training, contribute to course revisions, consultation, and teaching time beyond lecturing, as part of their workload. (See Annex #1 administrative committee)	Compliance

should be clearly acknowledged in their workload.		
- Some learning objectives could be updated for example to include cloud as a service and remote computer administration, expert in the loop for new technologies currently joining the market – e.g. cloud programming and data farm management or similar.	The programme's learning objectives have been reviewed and updated to reflect the Diploma curriculum and align with the new market trends and needs. The updated learning objectives can be found attached in Annex #4	Compliance
- The college maintains good cooperation with the relevant industries, although most of the students are already working, the college needs to strengthen the industry's participation (e.g., with an optional course for students who don't have the relevant industry experience), this will also help them designing/revising the study programme with industry's input in a regular manner.	Even though the College maintains a good cooperation with the relevant industry and most of the students in the programme work in this market, the Academic Committee has decided to study the feasibility of adding an additional optional course exclusively to support students that may not have a relevant experience in this industry. (See Annex #5) minutes are made for this	Compliance
- As already mentioned, courses' assessment follow a flat assessment. The EEC recommends that the college could be more detailed and align/appropriate the assessment with the different courses (e.g., exams and coursework may have different weights).	The Assessment for each course has been reviewed and updated accordingly to reflect the importance of the theoretical and practical parts of every course. Different weights were given to exams and assignments regarding the content of each course. (See Annex #6 & Annex #9 -Sample of New Learning Experiences	Compliance
- The plagiarism section (page 19) should include academic misconduct.	The Plagiarism sections has been reviewed and updated accordingly to include academic misconduct. (See Annex #7)	Compliance

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

eqar/// enqa.

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

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
There are no explicit details nor practical approaches, examples, infrastructure or roles to provide evidence of student-centred L&T, but these features are evident from the interviews: academic and administrative staff participate in student communications, interactions and support of academic and extracurricular activities, there is a student rep, and also student feedback in questionnaires and in person is acknowledged by module coordinators and programme leader..	Further to academic and administrative staff to ensure the quality of the Teaching & Learning processes, the Research Committee agreed on the 3rd of February the promotion and investment in research that will be based on Experiential Learning. Main purpose of this decision is the enhancement of the Teaching and Learning process due to the methods that will be applied through this technique. As decided by the Research Committee, pre-assessment and post-assessment tools will play a key role to the effectiveness' measurements of the Experiential Learning Methodologies. Cyprus College has as a goal of the application of these methodologies to spread the knowledge to the public, by providing its findings to academic journals, while also enhancing the teaching experience for the academics and learning experience for the students. (See Annex #8)	Compliance
The internship/placement is not provided but is considered just job opportunity. A suggestion to improve the student experience is to open an industry experience internship and a project-based optional course.	Even though some actions were already taken regarding the internship/placement experience of the students, the Academic Committee has decided to study the feasibility of adding an additional optional course exclusively to support students that may not have a relevant experience in the relevant industry. (See Annex #5)	Compliance

Assessment weights in most but two courses are rigid - more flexibility to be adapted to course content and Learning Outcomes would be beneficial.	The Assessment for each course has been reviewed and updated accordingly to reflect the importance of the theoretical and practical parts of every course. Different weights were given to exams and assignments regarding the content of each course and its Learning Outcomes. (See Annex #6 & Annex #9 -Sample of New Learning Experiences)	Compliance
Industry Advisory Board (with student, alumni and industry contacts participation) input in programme structure and course design is acknowledged as of future strong interest.	In relation to the suggestions of the External Evaluation Committee (EEC), the Academic Committee agreed on 4th of April 2023 (The Minutes of the decisions are attached Annex #5): 1. Add an Advisory Board as an extra source of feedback for the Program Evaluation Review (PER) Framework. The Advisory Board was decided to consist of three different parties: an undergraduate, a graduate and ACE Networks (industry).	Compliance

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

eqar/// enqa.

3. Teaching staff
(ESG 1.5)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
1. Although the participation of part-time teaching staff provides the programme with permanent contact with industry and the flexibility to adapt to its needs, the programme has no full-time teaching staff at the moment of the visit. This full/part-time teaching staff structure presents risks against eventual situations such as medical leaves, does not provide the staff with time to deal with all teaching duties (i.e., time for consultation, or time to update teaching resources) and hinders the engagement of the staff with the programme. Given the current number of students, it would be convenient to increase the number of full-time teaching staff and to extend the time for non-instruction hours of the part-time staff (e.g., consultation hours, feedback to students' projectwork).	First, we would like to thank the EEC for the constructive suggestions and comments in the context of the re-accreditation of the Computer and Network Technician Diploma of Cyprus College Limassol. One of the most important goals of the College is to provide to the students the appropriate knowledge and experience to be able to meet the needs of the current industry. After the constructive suggestions of the EEC, the Administrative Committee in consultation with the Human Resources Department, agreed to proceed with the recruitment of additional full-time academic(s) staff. We agreed that FT academic staff will plays a vital role in the assessment of the organization, practicing their academic, pedagogic, and researching skills in favour to the further enhance of the Computer and Network Technician program and the growth of the Cyprus College in general. Our HR Department has already initiated the recruitment procedures. The recruitment procedure is expected to be completed before the commence of the new academic year (2023-2024). The contracts for supplementary full-time academic staff will be activated, commencing with the start of the 2023-2024 academic year. (See Annex #1) The new academic staff will play a vital role in the assessment of the organization, practicing their academic, pedagogic, and researching skills in favor to the enhancement of the Computer and Network Technician program and the growth of the Cyprus College in general. Recognizing the inherent time-consuming nature of the recruitment process (in consultation with CYQAA,) to keep you informed and confident in our progress, we will promptly share an initial response containing tangible evidence of our ongoing efforts. Rest assured, upon the successful completion of the process, we will follow up with comprehensive documentation.	Compliance

	Furthermore, please find attached in Annex 2, the announcements that were made by the organization, regarding the job opening for full-time academic personnel. https://galileo.wd3.myworkdayjobs.com/en-US/european_university_cyprus_career_site/job/Instructor-in-Computer-Engineering--Cyprus-College-Limassol_R-13855-1?locations=cb6e761df69f0100f75c57b28d090000 (See Annex #2)	
2. Lab resources are adequate to support the teaching activities of the programme. However, the teaching staff should be further involved in the prioritization of the labs' improvement budget allocation. For instance, the installation of more RAM memory in computers where virtual machines are to be used should be prioritized.	As part of the Program Evaluation Review (PER) framework, instructors were assigned to make their recommendations regarding the upgrades of the lab's equipment, the teaching and learning process and courses' improvements. Further to the above, the Administrative Committee agreed on 5th of April to set an annual budget for further upgrading of the labs' resources. As a first action, it was decided to upgrade the RAM's from 8GB to 16GB. Even though the decision was made, and the budget agreed before the arrival of the External Evaluation Committee (EEC), due to the industry's shortage this action has not been implemented yet. Nevertheless, the Administrative Committee announced that this was a highly importance topic and that the upgrade will have to be implemented as soon as possible. (See Annex 1)	Compliance

![Cyprus Agency of Quality Assurance and Accreditation in Higher Education logo]

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

eqar// enqa.

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

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	EEC's/CYQAA's final recommendations and comments on the HEI's response
There is a very low number of female students, actions and planning has to be taken place in order to attract more females. The international students are also almost non-existent. There are some cases where they accept international students but only if they have attended local high school. The institution should make more effort in attracting more foreign students instead of only focusing on locals.	The Administrative Committee in consultation with the Marketing Department agreed to implement the following action plan: a. Promote the Computer and Network Technician Diploma in the Greek market. b. Conduct a feasibility study whether be possible to introduce English language in the future which will lead to increasing number of students from EU. c. Promote the Computer and Network Technician program in social media. d. Implement a marketing plan through which more opportunities for females in this industry will be presented. e. Outreach and Mentorship Programs: Establish mentorship programs that pair potential female students with current female students and professionals in the industry in order to provide guidance, support, and share experiences, showing prospective students the opportunities and benefits of the field. Also, conduct networking events highlighting successful women in the sector of IT. (see annex 1)	Compliance

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

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	EEC's/CYQAA's final recommendations and comments on the HEI'sresponse
The institution has to make more substantial and meaningful financial decisions on providing the essential equipment that supports certain courses and listen to the opinions of students. Even though the laser and 3d printers in the makerspace give a great opportunity for the students, there should be an equal effort on upgrading lab computers so that students can utilize the course material without technical obstacles and limitations (e.g., improving RAMs so VMs operate in a smooth manner).	After the suggestions of the External Evaluation Committee (EEC), the Administrative Committee has agreed on 5ᵗʰ of April, to set an annual budget for the continuous improvement of the labs' equipment. Simultaneously, at the end of 2019 rapid changes in the industry have created new needs and the establishment of a new Technology Lab B01 was important. The decision of the establishment of the new Technology Lab B01, was implemented after the recommendations that were made by the academics and students.	Compliance

6. Additional for doctoral programmes
(ALL ESG)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response

N/A

![CYQAA logo] ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

eqar// enqa.

7. Eligibility (Joint programmes)
(ALL ESG)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response

N/A

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

eqar/// enqa.

C. Conclusions and final remarks

The EEC must provide final conclusions and remarks, with emphasis on the correspondence with the EQF.

<u>*EEC's final conclusions and remarks*</u>

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
- Strengthening the permanent teaching staff, to allow better continuation and development of the courses, at the same time the college can maintain a percentage of part-time teaching staff.	We would like to thank EEC for the constructive suggestions and the positive comments about the Computer and Network Technician program and the Cyprus College Limassol in general. Further investigation of the program and extended meetings with the relevant Departments, Committees, representatives and third parties of the industry, assisted to the creation and implementation of an action plan that will improve the College in various areas. As described in Part 1: Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9), actions regarding the strengthening of the permanent staff, to develop and maintain the quality of the program have been taken.	Compliance
- Give extra workload time to teaching staff for beyond classroom activities (e.g., feedback, consultation, pedagogical training).	As described in Part 1: Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9) and in part 3: Teaching staff (ESG 1.5), actions regarding the extra workload have been introduced.	Compliance
- Implement an agile assessment approach, with a focus on the individual needs of each course.	As described in Part 1: Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9) and in Part 2: Student – centred learning, teaching, and assessment (ESG 1.3), several action regarding the	Compliance

	modification of the courses and the assessment approach have been taken.	
- Strengthen and diversify the recruitment of the programme, currently, the number of applicants is relatively low and there are only males in the programme.	As described in part 4: Student admission, progression, recognition, and certification (ESG 1.4), an action plan has been addressed to promote diversity within the programme.	Compliance
- Minor improvements on some courses (names, content) and updates on some essential equipment (e.g., RAMs in the labs).	We have examined the proposed program of study, implementing a thorough refinement process. This included revising course material to ensure it accurately reflects current industry knowledge and trends, and optimizing assessment methods to best evaluate student comprehension and skill development. Detailed changes and improvements can be found in Annex #6 & Annex #9 (Sample of New Learning Experiences) Regarding updates to our laboratory equipment, we are already in an active phase of upgrading, following the approval of our annual budget.	Compliance

D. Signatures of the EEC

Name	Signature
Michail Giannakos	
Ciprian Daniel Neagu	
Ferran Adelantado Freixer	
Name	
Click to enter Name	
Click to enter Name	

Date: Monday 12th of June 2023