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# External Evaluation Report

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

- **Higher Education Institution:**
  C. D. A. College
- **Town:** Nicosia
- **Programme of study- Name (Duration, ECTS, Cycle)**

  **In Greek:**

  Τεχνολογία Πληροφορικής και Επικοινωνίας (2 ακαδημαϊκά έτη, 120 ECTS, Δίπλωμα)

  **In English:**

  Information & Communication Technology (2 Years, 120 ECTS, Diploma)
- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

  **In Greek:** Concentrations
  **In English:** Concentrations
-

**The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the "Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws" of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].**

## A. Introduction

*This part includes basic information regarding the onsite visit.*

The External Evaluation Committee (EEC) visited the C.D.A. College in Nicosia and met with faculty members, administrative staff, and students to evaluate the Information & Communication Technology (2 Years, 120 ECTS, Diploma) Programme on June 26, 2026. The visit was arranged and facilitated by Natasa Kazakaiou, the Agency of Quality Assurance and Accreditation in Higher Education representative. Before the visit the EEC had been provided with the relevant program documents as well as reports and responses from the previous evaluations which had taken place in 2017 and 2022. The EEC had received a training briefing by CYQAA before the site visit.

During the site visit, the EEC heard several presentations about the college and the programme and held informative discussions with the teachers, administrative staff, students, and external stakeholders of the programme. The presentations covered the current state of the college and the program and presented visions for future development of the programme. Among the key people the EEC met were Dr. Pavlos Panayi (General Director and Head of Programme), Athena Koliandri (Director International Affairs), Katerina Kyriakidou (Director C.D.A. College Nicosia). In addition, the EEC met and discussed with several members of the teaching staff, students, administrative staff, and three external stakeholders (Alexandros Tryfonos on site and Dr. Konstantinos Papadamou and Andreas Papacharalambous via zoom). In addition to the presentations and the discussions, the EEC was familiarized with the technical facilities available to the programme, namely the college library and the computer labs. The presentations and discussions provided useful additional insights into the operation and status of the programme.

As basis for reporting its findings and making its recommendations, the EEC used the information from the site visit as well as the written material submitted by the programme team. These included the document “Application for Evaluation – Accreditation Programme of Study” as well as the EEC reports from the previous two evaluations in 2017 and 2022, including the responses of the programme to the recommendations made in those evaluation reports. Additional documents regarding the policies in place at the College and the presentations were also provided.

The EEC would like to thank the personnel of the programme and the college for providing comprehensive documentation and is very grateful for the interesting and fruitful discussions that the EEC had during the site visit with the people representing the programme.

The findings and recommendations of the EEC in this report are based on the written material and the discussions during the site visit.

## B. External Evaluation Committee (EEC)

| *Name* | *Position* | *University* |
|---|---|---|
| **Jussi Kangasharju (chair)** | Professor | University of Helsinki |
| **Nikolaos Bessis** | Professor | Edge Hill University |
| **George Fakas** | Professor | Uppsala University |
| **Paraskevas Kyriacou** | PhD Student | University of Cyprus |
| Name | Position | University |
| Name | Position | University |

## C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
  (a) *sub-areas*
  (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
  (c) *some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

***Findings***

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

***Strengths***

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

***Areas of improvement and recommendations***

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- ***The report may also address other issues which the EEC finds relevant.***

## 1. Study programme and study programme's design and development

*(ESG 1.1, 1.2, 1.7, 1.8, 1.9)*

**Sub-areas**

**1.1 Policy for quality assurance**
**1.2 Design, approval, on-going monitoring and review**
**1.3 Public information**
**1.4 Information management**

### 1.1 Policy for quality assurance

*Standards*

- *Policy for quality assurance of the programme of study:*
  - *is a part of the strategic management of the program.*
  - *focuses on the achievement of special goals related to the quality assurance of the study program.*
  - *has a formal status and is publicly available*
  - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*
    - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
    - *integrates employer surveys to adapt to evolving workplace demands.*
    - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
    - *is published and implemented by all stakeholders.*

### 1.2 Design, approval, on-going monitoring and review

*Standards*

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*

- *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
- *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
- *is designed by involving students and other stakeholders*
- *benefits from external expertise*
- *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
- *is designed so that it enables smooth student progression*
- *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*
    - collaborates with industry experts for curriculum development.
    - conducts joint reviews with external academic specialists to maintain academic rigor.
    - performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.
    - establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.
    - conducts regular feedback sessions with local community leaders for societal relevance.

**1.3 Public information**

*Standards*

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
    - *selection criteria*
    - *intended learning outcomes*

- *qualification awarded*
- *teaching, learning and assessment procedures*
- *pass rates*
- *learning opportunities available to the students*
- *graduate employment information*

*In addition, the program has established mechanisms of transparency & communication to ensure that*

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

**1.4 Information management**

*Standards*

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
  - *key performance indicators*
  - *profile of the student population*
  - *student progression, success and drop-out rates*
  - *students' satisfaction with their programmes*
  - *learning resources and student support available*
  - *career paths of graduates*
  - *industry trend analysis.*
  - *feedback mechanisms from external partners/stakeholders*
  - *data exchanges with professional networks*
  - *employer insights concerning career readiness*

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

*You may also consider the following questions:*

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*

- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*
- *How and to what extent are external stakeholders involved in the quality assurance process of the program?*
- *How is external stakeholder feedback gathered, analyzed and implemented,?*
- *In what ways do external stakeholders assist in making program information publicly available?*
- *How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment outcomes?*

## *Findings*

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

A document "FORMAL POLICIES FOR THE DEVELOPMENT & MANAGEMENT OF PROGRAMS OF STUDY" is in place which can ensure quality assurance (QA) of the programme and its management. This policy has a formal status. The QA policy requires the involvement of teaching, administrative staff, stakeholders and students.

The list of programme courses is also openly available online. The purpose and objectives of the courses are aligned to the overall programme objectives. The vision of the programme is to apply experiential teaching and learning approach using a variety of methods. The documentation proposes a new set of courses from the ones recommended in earlier evaluations to better correspond to current technological trends. However, this is a reactive approach rather than the result of a priori strategic vision planning of the programme. Discussing with faculty members, students and stakeholders, the EEC felt that during the program design, there is a lack of contributions by up-to-date specialists on the topics (e.g. AI expertise) which can be limiting to the quality of the changes of the program.

The programme design ensures smooth student progression. The contents of the exams and assignments correspond to the level of the programme and the number of ECTS.

Information on the selection criteria, ILOs and qualification awarded, is clear, accurate, up to date and readily available on the institute's website.

There are clear guidelines in place to ensure academic integrity and vigilance against cheating and plagiarism. Also teaching staff spend time explaining these issues to the students.

Based on discussions with students and stakeholders, the EEC found evidence that students and other specialised stakeholders are not formally involved in the design of the programme. However, the processes for this involvement should be specified in detail in the QA policy, as mentioned under recommendations, below.

The programme design ensures smooth student progression. The exams' and assignments' content corresponds to the level of the programme and the number of ECTS.

## *Strengths*

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

- The programme has a momentum towards compliance with recommendations from previous evaluations regarding institutional level QA procedures.

## *Areas of improvement and recommendations*

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

- Strengthen the involvement of relevant staff and internal/external experts to contribute to design and development of proposed courses on emerging topics (e.g., AI courses)
- The QA policy should include formal procedure addressing the need of such contributions.

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

| **Sub-area** | | ***Non-compliant/ Partially Compliant/Compliant*** |
|---|---|---|
| **1.1** | Policy for quality assurance | Compliant |
| **1.2** | Design, approval, on-going monitoring and review | Partially compliant |
| **1.3** | Public information | Compliant |
| **1.4** | Information management | Compliant |

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

**Sub-areas**

**2.1 Process of teaching and learning and student-centred teaching methodology**
**2.2 Practical training**
**2.3 Student assessment**

### 2.1 Process of teaching and learning and student-centred teaching methodology

*Standards*

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

### 2.2 Practical training

*Standards*

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

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

**2.3 Student assessment**

*Standards*

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*
  - *The time allocation for each assessment task isexplicitly stated in course outlines, ensuring students are aware of the expected workload.*
  - *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

*You may also consider the following questions:*

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*

- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

*Findings*

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

The EEC has found evidence in the documentation and during the visit that the process of teaching and learning (T&L) considers different modes of delivery (lectures, practical activities, group work, and independent study). The T&L process and activities well support student development and are suitable to facilitate the achievement of learning outcomes of the courses and of the overall programme.

From the meeting with the students, it has clearly emerged that the student-centered T&L process provides adequate guidance and support from the lecturers and encourages some autonomy in the students.

T&L facilities are available; computer labs (with desktops) and an experimental equipment IT lab were available. A Library was available which included books together with electronic access to e-books.

Students have also praised the commitment, friendliness and flexibility of the lecturers. There is a positive atmosphere that supports the learning experience. There is evidence of good practice in providing assessment feedback, however, there are no peer review mechanisms for ensuring assessment consistency, such as double-marking.

Also the EEC from discussion with students realised that the grading final exams can take up to six weeks which is a long period for the small size of the class.

Information about plagiarism, appeals, and student rights are communicated to students during programme induction and in course introduction and relevant information is also available online. Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are in place, as emerged from the meetings with the students and the administration staff.

Detailed syllabi of the courses are of good standard and explicitly indicate the expected hours for the in-class activities and the assessment method with weights for each assessment component.

*Strengths*

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

- There is a particularly positive synergy and trust between students and lecturers that indicate that the T&L process is effective in supporting the learning and generates an overall good quality of experience for the students.
- The T&L facilities are of good quality and quantity for the number of students attending the course.

*Areas of improvement and recommendations*

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

- Perform peer review of assessment and their grading (assignments, exams).
- Improve the timeliness of grading exams and assignments.

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

| **Sub-area** | | ***Non-compliant/ Partially Compliant/Compliant*** |
|---|---|---|
| **2.1** | Process of teaching and learning and student-centred teaching methodology | Compliant |
| **2.2** | Practical training | Compliant |
| **2.3** | Student assessment | Partially compliant |

## 3. Teaching staff *(ESG 1.5)*

**Sub-areas**

**3.1 Teaching staff recruitment and development**
**3.2 Teaching staff number and status**
**3.3 Synergies of teaching and research**

### 3.1 Teaching staff recruitment and development

*Standards*

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

### 3.2 Teaching staff number and status

*Standards*

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

### 3.3 Synergies of teaching and research

*Standards*

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

*You may also consider the following questions:*

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

*Findings*

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

The EEC considered the submitted documentation as part of the program re-evaluation process and met with staff to understand the policies but also the manifestation of the College regulations in the recruitment, interviewing, appointing, inducting and developing teaching staff in supporting and fulfilling their duties including the design and delivery of high-quality teaching, the maintaining of quality standards and student experience and the undertaking of high-quality research.

The recruitment and selection process has been exemplary documented and described in a robust and clear manner. During the first year of the appointment, staff undergo a 6-month probation process and thereafter, they are having an annual performance review for developmental purposes. However, the reality differs from the policy in terms of probation as most staff are offered a 4-month contract in the first instance.

Staff confirmed that there are assigned a mentor, undertake regular training and attend seminars as part of the staff personal development planning. Staff confirmed that the criteria for promotion, progression and the descriptions for the different teaching ranks are clear. During the last 3 years, there were opportunities and one member of staff has been both promoted and progressed and became a FT Senior Lecturer. Staff have been given the opportunity to undertake a PhD so they can be progressed following their completion. Two members of staff have taken this opportunity.

There are 7 members of staff. Their ranking, employment status, higher level degree (PhD) and gender balance demonstrate a healthy distribution (4 FT, 3 PhD, 4 female, 3 SL, 1 SS, 3 various professor ranks). The combination of

staff and the number of students on the programme results in a healthy Student Staff Ratio (SSR). Staff can teach up to 15 hours per week and receive teaching reliefs for administrative task co-ordination, for undertaking a PhD or research. For example, a staff having administration duties and doing research will have a ceiling of 9 hours teaching per week. Staff also receive financial support for Erasmus visits, attending/presenting to a conference or for publishing their article in an open access journal.

Staff confirmed that they are assigned a mentor to help them with their duties.

Staff CVs are relevant and consistent with the requirements of the programme. Their publication record is also relevant.

Formal mechanisms for student voicing are appropriate and effective and include a one off (at the end of a module) response to a questionnaire. Discussions with students confirmed staff commitment and dedication to student experience.

*Strengths*

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

- Positive development has been observed in almost all QA processes for supporting staff in high-quality teaching including recruitment, induction, training, personal development, etc
- Very good teaching reliefs and personal budget allowance when undertaking research or administrative task co-ordination
- A healthy SSR which in combination with the number and range of modules in the programme presents as a competent teaching workload
- Staff educational qualification, relevant expertise and commitment to provide high-quality education
- Student voicing formal mechanisms

*Areas of improvement and recommendations*

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

- Increase staffing critical mass, improve their practical and technical expertise meaning developing technical competency to support a sustainable growth strategy in student intake
- Consider introducing a mid-semester student feedback form meaning staff having the chance to take corrective action for the corresponding student cohort.

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

| **Sub-area** | | ***Non-compliant/ Partially Compliant/Compliant*** |
|---|---|---|
| **3.1** | Teaching staff recruitment and development | Compliant |
| **3.2** | Teaching staff number and status | Partially compliant |

| | | |
|---|---|---|
| **3.3** | Synergies of teaching and research | Compliant |

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

**Sub-areas**

**4.1 Student admission, processes and criteria**
**4.2 Student progression**
**4.3 Student recognition**
**4.4 Student certification**

### 4.1 Student admission, processes and criteria

*Standards*

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

### 4.2 Student progression

*Standards*

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

### 4.3 Student recognition

*Standards*

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
  - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
  - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

### 4.4 Student certification

*Standards*

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

*You may also consider the following questions:*

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

*Findings*

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

Based on the documentation and the discussions, the EEC was informed that the programme admits students in two cohorts per year, one starting in October and the other in February. The maximum number of students to be admitted is 20 per cohort. In order to cater for these two intake batches, the teaching is duplicated across the whole programme, according to the discussions the EEC had with the teaching staff, including the programme director. The formal admission requirements are a high school certificate and certificate of English language skills. Admission information is published on the College website.

The programme admits both local and international students and in recent years it appears that the international students are in majority. The local students are largely people already working in, e.g., public positions like police, who need the additional technical qualifications in their jobs. There did not appear to be many local students enrolled right after high school. The international students largely come from outside the EU.

The small size of the student cohort enables efficient monitoring of student progress and interventions in case of issues. Generally, it was reported that the dropout rate in the programme is relatively low, although exact numbers were not presented. Both students and teachers appreciated the small class size because it enables a better and more personal contact between teachers and students.

Upon graduation students receive the diploma from the programme. The programme gives a basis for students to take external exams for attaining well-recognized certifications (e.g., Cisco CCNA), but taking these is not part of the

programme. In particular, the external stakeholders indicated that better integrating such certifications could improve the employability prospects of the students.

Procedures for credit transfer appear to be in place.

Mobility is arranged through Erasmus+ and there is evidence of both incoming and outgoing mobility at staff and student levels. Because of immigration issues, non-EU students in the programme are not always in a position to benefit from mobility offerings.

Several students expressed interest in having the opportunity to continue their studies beyond the diploma level through a clear progression pathway to a BSc degree, either at the College or potentially another institution.

### *Strengths*

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

- Small student cohort enables a close contact between teachers and students and allows for good monitoring of student progress.
- Procedures for admission and recognition of previous studies are in place.

### *Areas of improvement and recommendations*

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

- Efforts should be made to increase the number of local students, particularly students right out of high school.
- Efforts should be made to improve the efficiency of course delivery, meaning the avoidance of duplication of teaching especially in the second year.
- Efforts should be put into making the Erasmus mobility better accessible to non-EU students. For example, Erasmus virtual mobility or remote educational activities could be a way to enable a broader participation in exchanges for students unable to perform physical mobility.
- Explore possibilities for supporting and encouraging students to take professional certifications.
- Explore top-up options for progression to higher degrees either locally at the College or via articulation agreements with other institutions offering relevant programmes to provide graduates with additional academic and professional development opportunities.

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

| **Sub-area** | | ***Non-compliant/ Partially Compliant/Compliant*** |
|---|---|---|
| **4.1** | Student admission, processes and criteria | Partially compliant |
| **4.2** | Student progression | Compliant |
| **4.3** | Student recognition | Compliant |
| **4.4** | Student certification | Compliant |

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

**Sub-areas**

**5.1 Teaching and Learning resources**
**5.2 Physical resources**
**5.3 Human support resources**
**5.4 Student support**

### 5.1 Teaching and Learning resources

*Standards*

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

### 5.2 Physical resources

*Standards*

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

### 5.3 Human support resources

*Standards*

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

**5.4 Student support**

*Standards*

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

*You may also consider the following questions:*

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

*Findings*

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

Students in this programme have access to 4 IT labs of which 3 of these are typical IT labs and with a total seating and IT equipment capacity of about 40. Smart boards have been ordered to upgrade the labs. The 4th lab is an experimental IT equipment lab offering students the opportunity to assemble and disassemble IT equipment including PC boxes, monitors, a server, digital multimeters, connectors, crimping tools, testers etc.

Industry stakeholders do make available specialised IT equipment to meet the ongoing demand for additional IT facilities.

Students have access to all software including Microsoft suite both in labs and take them home that is required for their programme.

Students benefit from online library facilities with access to recommended text books, including online access to Emerald subscriptions for e-books, journals and conference proceedings.

The students found the teaching and admin staff committed, dedicated, accessible and very helpful.

The College provides a welfare centre for students having special needs and mental health issues.

The College provides an international office which provides a front-end facility for overseas students.

The building in the campus provides or easy access with students in wheelchair.

*Strengths*

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

- Flexibility in providing specialist IT equipment to meet the ongoing programme demands.

*Areas of improvement and recommendations*

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

- Develop a resource planning document to support the growth strategy.

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

| **Sub-area** | | ***Non-compliant/ Partially Compliant/Compliant*** |
|---|---|---|
| **5.1** | Teaching and Learning resources | Compliant |
| **5.2** | Physical resources | Compliant |

| | | |
|---|---|---|
| **5.3** | Human support resources | Compliant |
| **5.4** | Student support | Compliant |

## 6. Additional for doctoral programmes *(ALL ESG)*

N/A

## D. Conclusions and final remarks

*Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.*

Overall, the EEC finds the programme to be in a good state. The pro-active modifications to the curriculum, particularly the inclusion of AI-related courses, is a very good sign that the programme is being actively monitored and developed. The EEC would like to thank the College and the programme for their activities in this respect.

The college maintains regular communication with industry stakeholders through both formal and informal channels. Meetings are organized to discuss the programme, and informal discussions take place throughout the year. A particularly positive practice is that stakeholders are invited to provide feedback on the curriculum and individual courses, ensuring that the programme continues to reflect to emerging technologies and respond to the changing needs of the industry. The EEC considers this to be a clear positive aspect and encourages the continuation of this practice.

The EEC recommends that the programme team articulates in a clear manner the strategic direction of the programme, reflecting the planned changes to the curriculum and the existing relationships with the relevant stakeholders. This articulation includes a possible change of the programme title to better reflect that planned contents and strengthen progression routes. For example, a title such as “Diploma in Information Technology and Systems Administration” could be a potential candidate. The EEC recommends developing prospects improving the practical and technical expertise of the staff, developing their technical competency and increase their critical mass if required to support a sustainable growth strategy in student intake.

## E. Signatures of the EEC

| *Name* | *Signature* |
|---|---|
| **Jussi Kangasharju** | |
| **Nikolaos Bessis** | |
| **George Fakas** | |
| **Paraskevas Kyriacou** | |
| Click to enter Name | |
| Click to enter Name | |

**Date:** 27/06/2026