Doc. 300.1.1

Date: Date.

External Evaluation Report

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

- **Higher Education Institution:**
  American College
- **Town:** Nicosia
- **School/Faculty (if applicable):** School/Faculty
- **Department/ Sector:** Science and Engineering
- **Programme of study- Name (Duration, ECTS, Cycle)**
  In Greek:
  Τεχνικός Ηλεκτρονικών Υπολογιστών και Δικτύων (2 έτη / 120 ECTS, Δίπλωμα)
  In English:
  Computer and Network Technician (2 years / 120 ECTS, Diploma)
- **Language(s) of instruction:** English / Greek
- **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) held a preliminary remote meeting on 5 June 2026 to discuss the programme evaluation process. On 12 June 2026, the EEC visited American College and met with faculty members, staff, students, graduates, and relevant industry stakeholders as part of its evaluation of the two-year, 120 ECTS Diploma Programme in Computer and Network Technician. The visit was arranged and facilitated by Natasa Kazakaiou, representing the Agency of Quality Assurance and Accreditation in Higher Education.

Prior to the visit, the EEC members were provided with relevant programme documentation and a video for review. During the visit, the EEC was presented with detailed information about the College and the Diploma Programme. The Committee also requested and received additional material, including statistical data, sample examinations, minutes from committee meetings, and institutional policies.

As part of the site visit, the EEC met with College leadership, academic staff, instructors, administrative personnel, current students, graduates of the programme, and relevant industry representatives. Based on its review of the accreditation materials and the findings from the site visit, the EEC concludes that the programme under evaluation is fully compliant with most standards and partially compliant with a number of standards.

This assessment report describes and justifies the above evaluation and provides recommendations and suggestions for the further improvement of the programme under evaluation.

B. External Evaluation Committee (EEC)

Name	*Position*	*University*
Michail Giannakos	Professor, Department of Computer Science	Norwegian University of Science and Technology, Norway
Steven Bradley	Professor, Department of Computer Science	Durham University, UK
Fabio Crestani	Professor, Faculty of Informatics	Università della Svizzera Italiana (USI), Switzerland
Miltiades Hadjioannou	Student	European University Cyprus, 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.

The quality assurance process for the programme is governed by the college's quality assurance procedures, as described in the submission, which include monitoring and evaluation by individual faculty members and oversight by the Quality Assurance Committee, which is supposed to review programmes every two years. Also, in preparation for re-accreditation by CYQAA an "ad hoc" committee is commissioned by the Academic Committee to prepare and review documentation for submission. On request panel members were provided with a copy of a review report for the programme, which appropriately examined statistics on admissions, progress, graduate outcomes and student satisfaction and provided an overall critical evaluation of the programme. While this review was not completed within two years as required by the policy, it does follow the correct form. We were also provided, on request, with copies of two stakeholder reports on the curriculum, its alignment with market needs and the potential employability of graduates. These were corroborated by our meeting with external stakeholders during the visit. In meetings with the faculty during the visit we were given examples of how they monitor and critically reflect on the courses that they teach. When we asked the students., none of them were able to comment on engagement with quality assurance processes, although they did give examples of how teaching staff had responded well to questions and suggestions. We asked for copies of Quality Assurance Committee minutes, to see if there was any engagement with students, but instead were provided with copies of minutes from the Academic Committee referring to the formation of the "ad hoc" committee for re-accreditation, which did show student attendance.

Details of the approved courses within the programme of study were provided, including learning outcomes, prerequisites, ECTS credits, assessment methods, workload and content were provided. The documentation was of a good standard and, along with the provided list of compulsory and elective courses, evidenced a well-designed curriculum with a clear structure of progression. However there is no student choice within the major requirements. and placement opportunities are not highlighted within the curriculum, which would be very helpful for the employability of these students.

Appropriate information is provided publicly on the college website, including curriculum structure and content, admission requirements and staffing.

Summaries provided within the review reports show that good data is collected on progression and graduation, student satisfaction, and graduate outcomes. In meetings with senior staff we were told that data on student gender are collected and reported to the relevant ministry, but that there was no internal reporting or consideration of gender balance.

The programme has a clear structure and backbone, that is Computer Networks I–IV, System Administration I–IV, Network Security I–II, plus introductory computing, programming, and office/productivity courses. The course list shows a strong focus on networking, systems, security, and administration.

It may be too vendor-specific: Cisco and Microsoft are highly relevant, but the programme leans strongly toward Cisco IOS + Microsoft Windows/Azure. That is good for employability, but we would like to see some vendor-neutral grounding too: Linux networking, open-source firewalls, DNS/DHCP servers, VPNs, monitoring tools, automation, and cloud-neutral networking concepts.

Linux appears underdeveloped Given that networking, cybersecurity, cloud, and infrastructure work depend heavily on Linux, one would expect a dedicated Linux administration course. Kali/Parrot appear in security, but that is not

the same as Linux system administration (shell scripting, permissions, services, systemd, logs, package management, SSH, firewalling, DNS/DHCP, web servers, and automation).

Programming is good and useful, but should be network-oriented. The Python course is modern and practical, with problem solving, data structures, files, modularity, and preparation for PCEP/PCAP. But for this diploma, one would explicitly include network automation: Python with APIs, SSH automation, configuration parsing, REST APIs, JSON/YAML, Ansible basics, and perhaps simple scripts using sockets or Scapy.

General/office courses may dilute the technical identity Computer Applications, Spreadsheets, and Presentations can be useful, especially for entry-level students. But in a 2-year diploma, one would expect more on technical content such as Linux, automation, monitoring, virtualization, cloud networking, or project work.

Overall, this diploma is strong and market-facing for a network technician professional pathway. The Cisco/Microsoft/cybersecurity spine is very good, but you can consider the addition of Linux administration and network automation.

Strengths

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

The programme has a strong professional orientation The networking sequence is well structured, including Networks I introduces TCP/IP, OSI, LANs, Ethernet, IPv4, Cisco IOS, switching, CLI configuration, and troubleshooting; Networks II then moves into VLANs, STP, VTP, EtherChannel, IPv4 addressing, and static routing, that includes Networks III covers advanced routing, OSPF, subnetting, Cisco IOS, troubleshooting, and Wireshark; Networks IV adds IPv6, wireless networks, and structured cabling. This is a good progression for technician/network administrator roles.

Very good certification-aligned material, including CCNA 200-301 Official Cert Guide, 2nd edition, 2024; Microsoft MD-102 Endpoint Administrator, 2025; Python Crash Course, 3rd edition, 2023; CEH v13, 2024; and Azure-related AZ-800/AZ-900 material. This gives the programme a good up to date feel.

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 introduce more Linux into the curriculum, particularly in the areas of system administration and network automation. Also, providing a placement opportunity for internships within the curriculum, along the same lines as for the computer science diploma, would enhance employability prospects for students, so should be highlighted to students as a potential elective course, within the current programme structure.

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

2.2 Process of teaching and learning and student-centred teaching methodology
2.3 Practical training
2.4 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 programme is delivered entirely through face-to-face instruction, with a strong emphasis on the development of the practical and technical competencies required of computer and network technicians. Teaching and assessment activities are designed to foster problem-solving abilities, independent learning, and the application of technical knowledge in professional contexts. The organisation, content, and assessment methods of individual courses are generally aligned with the intended learning outcomes and meet the expected standards in terms of quality, workload, and vocational relevance.

The panel particularly appreciated the assessment structure adopted across many courses, which combines mid-term tests, assignments, and final examinations. This approach provides students with multiple opportunities to demonstrate their progress and supports continuous engagement with the course material. The programme also shows a good balance between theoretical knowledge and practical application, allowing students to connect technical concepts with hands-on activities. Assessment criteria and grading procedures are clearly defined and communicated in advance, while the relevant regulations appropriately take mitigating circumstances into account.

The panel observed that the programme demonstrates awareness of different learning needs.

Feedback obtained during the student meeting was highly positive. Although only one student was available to participate in the interview, the views expressed were clear and consistently supportive of the programme. The student highlighted the accessibility, responsiveness, and commitment of the academic staff, noting that lecturers are approachable, willing to listen, and readily available to provide academic guidance and support when needed.

The exceptionally small class sizes, typically consisting of four to five students, were identified as one of the programme's most distinctive strengths. Such small cohorts enable close interaction between students and lecturers, facilitate personalized support, and create a collaborative and supportive learning environment. The panel found that these conditions contribute significantly to student satisfaction and to the quality of the learning experience. However, it also a clear weakness as it is clear that such number of students could not go lower without jeopardizing the credibility of the program

Finally, assessment procedures are transparent and consistently applied. Students appear to have a clear understanding of both the assessment and reassessment processes and regard them as fair. Assessment methods, criteria, and regulations are well documented and communicated in advance, contributing to transparency, consistency, and confidence in the evaluation process.

Strengths

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

The programme offers a clearly defined educational pathway with a structure that is easy to understand and navigate. The curriculum is organised in a coherent manner, allowing students to progressively acquire the knowledge and practical skills required for employment as computer and network technicians. The relationship between courses, learning objectives, and expected competencies is generally clear and contributes to a consistent learning experience.

The panel received highly positive feedback from students regarding the quality of the programme. In particular, the very small class sizes were repeatedly highlighted as a distinctive advantage. Students appreciated the opportunity to work in an environment where interaction with lecturers is frequent and direct, enabling active participation and a more personalised learning experience. The small cohorts also foster a supportive atmosphere in which students feel comfortable seeking clarification and assistance when needed.

The panel believes that the programme could further enhance its vocational relevance by expanding the basic competencies related to Linux operating systems that only one course introduced. Given the widespread use of Linux in networking, server administration, and IT infrastructure, such knowledge would represent a valuable addition to the technical profile of graduates. The panel also notes the growing influence of generative AI tools within the IT sector. Although advanced instruction in prompt engineering is not considered essential for this programme, students would benefit from an introduction to the opportunities, limitations, and responsible use of large language models and related technologies.

Students reported that assessment arrangements are transparent and consistently implemented. Evaluation criteria are communicated clearly, and students demonstrated a good understanding of grading practices, reassessment opportunities, and the procedures governing the assessment process. Overall, the panel found that assessment practices support fairness, consistency, and confidence in the outcomes achieved by students.

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.

From a curricular perspective, the panel believes that the programme would benefit from a stronger emphasis on practical technical competencies that are directly relevant to the professional profile of computer and network technicians. In particular, Linux-based operating systems deserve significantly greater attention, both from a theoretical and, more importantly, a practical perspective. Given the central role of Linux in network infrastructure, server administration, cybersecurity, cloud environments, and many enterprise systems, graduates would benefit from more extensive hands-on experience in Linux environments. The panel also recognizes the growing importance of Artificial Intelligence and large language models within the IT sector. While advanced prompt engineering is not considered a priority for this type of programme, students should acquire a basic understanding of these technologies, their practical applications, and the ethical considerations associated with their use. Given the vocational and technical nature of the programme, greater emphasis on laboratory activities, practical exercises, troubleshooting scenarios, and hands-on projects would strengthen the development of professional competencies and better prepare graduates for the workplace. The panel therefore encourages the programme to increase opportunities for experiential learning wherever feasible.

The exceptionally small class sizes, often consisting of only four or five students, constitute one of the programme's most distinctive characteristics. They provide considerable benefits in terms of individualized support, direct interaction with lecturers, and close monitoring of student progress. At the same time, such small cohorts may pose challenges for the long-term sustainability, visibility, and continuity of the programme. The institution is therefore encouraged to continue monitoring enrolment trends and to consider strategies aimed at maintaining both the advantages of personalized teaching and the long-term viability of the programme.

Finally, as many students combine their studies with employment, careful attention should be given to scheduling and workload management. Offering classes predominantly during the late afternoon or evening would help accommodate the needs of working students. The panel also believes that the visibility and accessibility of mental health and wellbeing support services could be strengthened, even if current demand appears limited.

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**	**Partially Compliant**
2.3	**Student assessment**	**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 College ensures that all teaching staff meet the minimum requirements with regard to their educational qualifications and that they have expertise in areas closely related to the subjects they teach. Procedures for promotion take into account both the quality of teaching and the research activity of staff members.

In total, three full-time and two part-time teaching staff contribute to the delivery of the programme. The five teaching staff responsible for the various courses of the study programme are not assigned exclusively to this programme. However, two members of staff, Michalis Savva, full-time, and Angelos Vassiliou, part-time, dedicate most of their time to this study programme. All teaching staff hold a relevant Master's degree, while some also hold a relevant PhD.

The programme is currently relatively small. However, if student numbers increase, the College is expected to consider additional recruitment and the involvement of further teaching staff to ensure that the programme continues to be adequately supported.

Based on the information provided to the Committee, the number of teaching staff is currently adequate to support the programme of study. The academic rank and qualifications of the teaching staff are appropriate for the delivery of a quality programme. Staff recruitment is carried out through appropriate procedures.

Students evaluate the educational work of the programme, and instructors receive feedback through various mechanisms, including formal surveys as well as daily interaction and communication with students. While not all staff members are actively engaged in research, this is not a formal requirement for teaching staff in a two-year diploma programme.

Strengths

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

The College has adopted good practices for the recruitment of academic staff members with good potential. It is particularly encouraging that some staff members are actively engaged in research. The College also maintains its own academic journal, the *Cyprus Journal of Sciences*, and has procedures in place for teaching-load relief to support research activity.

It is also commendable that the core teaching staff are engaged in research and publish in reputable venues. The College appears willing to invest further in this study programme. Although the number of core teaching staff remains relatively limited, this is consistent with the low number of students, the existence of related study programmes is encouraging, as it helps create the critical mass of academic expertise needed to support future development in this area.

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 teaching staff are adequate to deliver the programme under evaluation. The professional development activities offered to teaching staff focus on teaching and learning skills and contribute to the further enhancement of their pedagogical competence.

With regard to the study programme under evaluation, the core teaching staff are sufficiently qualified and capable of delivering the relevant courses. However, their relatively small number creates challenges for the development of a broader academic community and for the long-term support of the programme. It is therefore important for the programme to grow further in terms of student numbers and to engage additional relevant teaching staff as needed.

Research time is formally provided, but it was unclear how many staff members make use of this opportunity and to what extent they are involved in research proposals, or involve their students in any of the research activity.

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	Compliant
3.3	Synergies of teaching and research	Partly 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.

The admission requirements are clearly defined. Based on the course list provided and the discussions held during the evaluation process, the programme is offered only in Greek. Students are therefore required to provide evidence of Greek language proficiency. Any of the following is considered acceptable proof:

a) A recognised Secondary (High) School Leaving Certificate where Greek was the language of instruction.
b) A certificate of very good knowledge of the Greek language issued by the Cyprus Ministry of Education, Sport and Youth.
c) A state certificate of attainment in Modern Greek at level B2, issued by the Center for the Greek Language of Greece.
d) A grade of "C" or higher in the IGCSE Modern Greek examination.

Academic advisors and tutors are available to support students throughout their studies. The grading and degree classification systems are comparable to those used by other national and international higher education institutions

and are aligned with the ECTS framework. The Panel observed that student progression from year to year is appropriately monitored and supported through examinations and other forms of assessment, enabling students to progress effectively in their studies.

The number of female students in the programme was not clear, and the Panel considers it unusual that the College does not appear to monitor this data systematically. At the same time, the Department monitors several other important key performance indicators, including dropout rates and student performance. Wellbeing and other student support services are also in place.

There are predefined regulations governing the selection and intake of students. The number of students admitted to the programme is determined; however, there appears to be scope for the programme's intake to grow since the number of students is currently very low. While the current number of students may allow teaching staff to focus more closely on individual student needs, it may also limit opportunities for collaborative and social learning among students.

The study programme plays a central role in ensuring students' academic progress. It clearly defines the number of courses, their workload, and their distribution across the four semesters. The diploma is accompanied by a Diploma Supplement, and both the diploma and the supplement follow European and international standards.

Strengths

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

The infrastructure is good, with sufficient computers available in the laboratories to meet the needs of all students. The College also has several laboratories that support the practical components of the programme.

The relatively low number of students and teaching staff in the programme creates an environment in which personal relationships can flourish and students can easily maintain direct contact with their instructors. However, the small cohort size may also limit opportunities for broader social interaction and collaborative learning among students.

The strong links between the programme and industry certifications, such as Cisco and Microsoft certifications, are a positive feature and enhance the practical relevance of the programme.

Students provided positive feedback on the study programme and the quality of teaching.

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.

Further initiatives could be developed to attract larger numbers of students to the programme. It may also be useful to review the curriculum to ensure that course content remains highly relevant to current labour market needs in the field of computer networks. The College could also more actively promote and advertise the positive value and strong potential of the programme to prospective students and relevant stakeholders.

Similarly, stakeholder input could be used more systematically when reviewing and updating course content. It would also be beneficial for the College to encourage relevant stakeholders to contribute more actively to the development and continuous improvement of the study programme.

Based on student feedback gathered during the evaluation process, the Panel obtained a clear picture of students' level of satisfaction with the programme. However, the number of students from this particular programme who participated in the discussion was limited, as most of the students came from other related programmes offered by the College.

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**	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.

The programme is supported by four computer laboratories, as well as a dedicated computer network laboratory. The College subscribes to online learning resources, including online books and journals, to which students have access. According to the documentation provided, a distance learning platform, Moodle, is available to support both synchronous and asynchronous teaching.

During the meeting with the EEC, students confirmed that they are satisfied with the College's policies and mechanisms for communication with faculty and administrative staff. The College also has a procedure in place for students to evaluate facilities and services. Human support for the programme, including student counselling, academic advising, and student affairs services, appears to be sufficient.

Students confirmed that they have access to the tools required for their practical work. Teaching staff reported that they have the equipment needed to cover the practical components of their courses and expressed satisfaction with the laboratory facilities.

The College premises are physically accessible to students with disabilities, including wheelchair users (Administrative staff confirmed that as well). Teaching staff are informed of cases involving students with disabilities or learning differences and provide tailored support where needed. This includes additional examination time and alternative formats for students with visual impairments. Staff also clarify topics or specific questions during examinations when a student requires this.

Students reported that the small cohort size fosters personal relationships with their lecturers, and that communication is easy through email. The College and its instructors also demonstrate flexibility and support for students who balance their studies with other commitments, for example by allowing employed students additional time to submit assignments where appropriate.

Student mobility is supported through the Erasmus+ programme. Outbound participation requires a minimum GPA above 3.5. Inbound mobility is more active, although incoming students are mainly drawn to other programmes rather than to computer network technician. Students also reported that they do not typically experience IT-related problems requiring formal escalation.

Strengths

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

The College premises provide a physically accessible environment for students with disabilities, including wheelchair users.

The small cohort size enables close and accessible student–instructor relationships, with easy communication between students and their lecturers. Teaching staff actively accommodate students with disabilities or learning differences in practice. Such provisions include additional examination time and alternative examination and reading-material formats for students with visual impairments. Teaching staff are also willing to provide further clarification on a topic or a specific examination question when a student requires it during an examination.

The College and its instructors demonstrate flexibility towards students who balance their studies with other commitments, including employed students who may occasionally require additional time to submit assignments.

The laboratory facilities are appropriately equipped to support the practical components of the programme. Adequate simulation tools, such as Packet Tracer, are available to students for hands-on networking practice. The College also operates an Erasmus+ programme, with active inbound mobility into the institution.

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 current inventory of two Cisco switches is insufficient to fully cover certain syllabus topics, such as multi-switch LAN topologies and inter-switch traffic flow. It is recommended that the College add at least one further switch, bringing the total to three.
- Students reported few IT-related issues currently. It is recommended that the College establish a clearly documented IT support pathway, such as a dedicated email channel published on the LMS and communicated to students during orientation.

The current inventory of two Cisco switches is insufficient to fully cover certain syllabus topics, such as multi-switch LAN topologies and inter-switch traffic flow. It is recommended that the College acquire at least one additional switch, bringing the total number to three.

Although students currently report few IT-related issues, it is recommended that the College establish a clearly documented IT support pathway. This could include a dedicated IT support email channel, published on the LMS and communicated clearly to students during orientation.

Although there is good support of the students on several things, it was not clear if students are currently provided with institutional digital services such as storage, VPN access, or a College email account. If they do not exist, the College should consider introducing such services to support students' academic work, improve communication, and align student access with common higher education practice. If they exist, the College should clearly inform the students about them and include them into their working routines.

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)*

Sub-areas

6.1 **Selection criteria and requirements**
6.2 **Proposal and dissertation**
6.3 **Supervision and committees**

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
  - *the stages of completion*
  - *the minimum and maximum time of completing the programme*
  - *the examinations*
  - *the procedures for supporting and accepting the student's proposal*
  - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - *the chapters that are contained*
  - *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - *the minimum word limit*
  - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*
  - *reports per semester and feedback from supervisors*
  - *support for writing research papers*
  - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Are the criteria reflected in dissertation samples?*

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.

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

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.

Click or tap here to enter text.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
6.1	**Selection criteria and requirements**	**Choose answer**

6.2	**Proposal and dissertation**	**Choose answer**
6.3	**Supervision and committees**	**Choose answer**

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.

The EEC reviewed and examined the materials provided by the College in relation to its Diploma Programme in Computer Network Technician. The one-day site visit took place on 12 June 2026. During the visit, the EEC was presented with detailed information about the programme and met with College leadership, academic staff, instructors, administrative staff, external stakeholders, and students. Based on its examination and evaluation of the accreditation materials and the findings from the site visit, the EEC concludes that most of the standards are met, while a small number are partially met.

The EEC identified the following key strengths:

- The programme offers a good range of courses, covering the topics expected in a Diploma Programme in Computer Network Technician.
- The programme has an adequate number of teaching staff to support the courses and teaching activities.
- Students are satisfied with the programme and with the support they receive.
- The expertise of the core staff is consistent with the programme of study.
- The College provides good human support and resources to students.
- Some of the teaching staff involved in the programme are engaged in research and are supported in this activity by the College.
- The industry-oriented training (e.g., alignment with the relevant certificates) provided by the programme is suitable for preparing graduates with skills relevant to the sector.
- Overall, the programme has a consistent design, with clear aims and objectives aligned with labour market needs.

The EEC also identified a number of areas for improvement and makes the following recommendations:

- The EEC recommends minor updates to the curriculum to ensure that courses align more closely with industry needs, particularly in relation to Linux networking, open-source firewalls, DNS/DHCP servers, VPNs, monitoring tools, automation, and cloud-neutral networking concepts.
- The EEC recommends that external stakeholders be further engaged in the programme, including through the development of a list of potential companies for internships and the maintenance of active links with this network.
- The EEC recommends that student representation be ensured at meetings of the internal quality assurance committee.

- The EEC recommends that the College further enhance the collection, analysis, and communication of data, including student statistics, graduate employability, and the programme's industry network.
- The teaching staff involved in the study programme should form an informal academic community to communicate more regularly and coordinate their work.
- The strong link between the programme and industry certifications should be highlighted and promoted more effectively in order to attract more applicants.
- The IT and computing infrastructure should be further strengthened through targeted additions.

E. Signatures of the EEC

Name	*Signature*
Michail Giannakos	
Steven Bradley	
Fabio Crestani	
Miltiades Hadjioannou	
Click to enter Name	
Click to enter Name	

Date: 13 June 2026