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

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Doc. 300.1.1

Date: 20 December 2021

External Evaluation Report

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

- **Higher Education Institution:**
  A. C. American College

- **Town: Nicosia**

- **School/Faculty (if applicable):** School/Faculty

- **Department/ Sector: Computer Science**

- **Programme of study- Name (Duration, ECTS, Cycle)**
  Computer Science (4 Academic years, 240 ECTS, Bachelor)
  In Greek:

  Programme Name

  In English:

  Programme Name

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

- **Programme's status:** Choose status

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

A. Introduction

This part includes basic information regarding the onsite visit.

Following an invitation by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), the External Evaluation Committee (EEC) had the opportunity to evaluate the BSc Programme in Computer Science offered by A. C. American College in Nicosia (Cyprus). Due to the ongoing COVID-19 pandemic and travel restrictions, the evaluation for the programme took place online on the 1st of December 2021. Prior to the visit, the EEC was supplied with relevant documentation. On the day of the online visit, the EEC met with the senior management team and academic faculty responsible for delivering the BSc programme, as well as with administrative and other support staff, students and graduates from this programme. The EEC had the opportunity to ask questions and request further information, which was provided a week after the online visit.

The meetings and provision of the extra material requested by the EEC was facilitated by Natasa Kazakaiou from CYQAA. A final meeting to aggregate the contributions of the EEC members to this evaluation report and to finalise the findings of the report was held on 20 December 2021.

This report contains the findings of the online visit and the resultant evaluation of the EEC. Based on the examination and evaluation of the accreditation material and the online visit, the EEC concludes that some required standards are met, others are partially met, and others are not met. This report elaborates on this and makes recommendations for improving the programme under evaluation.

B. External Evaluation Committee (EEC)

Name	Position	University
Christina Lioma	Professor	University of Copenhagen, Denmark
Xianghua Xie	Professor	Swansea University, U.K.
Paolo Ciancarini	Professor	University of Bologna, Italy
Christos Charalambous	Professional member	Cyprus Scientific and Technical Chamber (ETEK)
Michael Michael	Student member	University of Cyprus
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:*
    - *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*

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*
    - *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*

- o *includes well-structured placement opportunities where appropriate*
- o *is subject to a formal institutional approval process*
- o *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*
- o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- o *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*
- o *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
  - o *selection criteria*
  - o *intended learning outcomes*
  - o *qualification awarded*
  - o *teaching, learning and assessment procedures*
  - o *pass rates*
  - o *learning opportunities available to the students*
  - o *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - o *key performance indicators*
  - o *profile of the student population*
  - o *student progression, success and drop-out rates*
  - o *students' satisfaction with their programmes*
  - o *learning resources and student support available*
  - o *career paths of graduates*

- *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?*

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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 main objective of this B.Sc. programme in Computer Science (240 ECTS) is the development of analytical skills, acquisition of knowledge and understanding of systems, languages and tools required for effective computation-based problem-solving. The programme spans over eight semesters (two per year). It is not clear when the program started, despite the EEC requesting this information repeatedly. It is not clear what is the average intake and graduation rate of students from this program throughout the years it has been offered, despite the EEC requesting this information repeatedly. According to the data that was provided to the EEC for the last 4 years, a total of 12 students have graduated from this program in the last 4 years.

Overall the EEC has found several drawbacks with respect to how this program was created, how its quality assurance is currently supported, and how important information about the program is publicised and managed.

Strengths

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

During the COVID-19 pandemic, all teaching relating to this B.Sc. programme under evaluation remained unaffected. The college informed the EEC that there was no disruption to the delivery of lectures, exercise sessions or labs.

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.

A Quality Assurance Committee exists and its responsibilities are stated in the Organisation, Administration and Faculty Handbook (page 4). According to the four past minutes of meetings of the Quality Assurance Committee that were provided to the EEC (from July 2017, July 2019, May 2020 and July 2020), the committee is composed of the head of department, three faculty members, two members with quality assurance experience, one representative of the administration, and two student representatives (one undergraduate, one postgraduate). It was not possible for the EEC to find a publicly available description of the formal composition of the committee, the regularity of their meetings, and the accessibility of the respective minutes of these meetings. The Organisation, Administration and Faculty Handbook does not include this information; it states only the responsibilities of the committee.

Furthermore, the two student members were absent from all four meetings, the minutes of which were provided to the EEC. The EEC received no minutes of the committee meetings where students actually attended the meeting. Therefore, the EEC cannot establish that the student involvement in the work of the

committee is substantial enough. The EEC notes that the role of students in such committees is to be actively involved together with staff in providing and analysing information and planning follow-up activities. Student involvement needs to be active, not passive (for instance by being absent from meetings).

During the online visit, the EEC learned that the student representatives to the Quality Assurance Committee were selected by the faculty and not by the student body. The student body should elect itself its representatives to the Quality Assurance Committee.

It is not clear whether the Quality Assurance Committee supports the involvement of external stakeholders, either directly as members of the Quality Assurance Committee, or by consulting them on an ad-hoc basis. There was no evidence of this in the four minutes of meetings received, nor in the Organisation, Administration and Faculty Handbook (see point above about the lack of a publicly available description of the formal composition of the committee).

According to the standards of quality assurance, the EEC recommends that the following is formalised and made publicly available: the composition of the Quality Assurance Committee, the dates of past and future meetings, the respective minutes of these meetings, the involvement of external stakeholders in the quality assurance work of the committee. The EEC also recommends that student participation to the Quality Assurance Committee is ensured in all meetings and that the student body itself elects its representatives to the committee, instead of them being appointed by faculty.

The programme under review was developed by an ad hoc committee composed of a number of relevant faculty members. This committee considered similar programs in other institutes. The application of A. C. American College to CYQAA states that these institutes were in Cyprus, UK, Europe and USA. However, according to the extra material provided to the EEC by the college, these institutes were the University of Cyprus, the European University of Cyprus, and the Aristotle University of Thessaloniki in Greece. B.Sc. curricula in Computer Science from the UK, USA, ACM, IEEE and other top-tier international professional bodies were not considered. No information is provided to show the involvement of external stakeholders, such as industrial partners, in the design of the program. The program was approved by the Academic Committee. It is not clear what is the composition of the Academic Committee. The responsibilities of the Academic Committee are stated in the Organisation, Administration and Faculty Handbook; however, no information about the formal composition of the committee, the regularity of its meetings, or the public accessibility of the minutes of these meetings was found by the EEC. The program was evaluated as per the institute's quality assurance procedures. These procedures were provided to the EEC (Annex 4b). The EEC did not receive any of the reports, meeting minutes, or any other form of paper trail resulting from these procedures.

According to the application material of the college to CYQAA, each semester comprises five courses of 6 ECTS points each, totalling 30 ECTS points per semester, and 240 ECTS points after eight semesters. Overall the EEC has received contradictory information about the placement of courses per year in the program. This point is explained below.

According to the application material of the college to CYQAA, the number of compulsory and elective courses per semester is as follows:

- Semester 1: 3 compulsory, 2 electives
- Semester 2: 4 compulsory, 1 elective
- Semester 3: 3 compulsory, 2 electives
- Semester 4: 4 compulsory, 1 elective
- Semester 5: 2 compulsory, 3 electives
- Semester 6: 2 compulsory, 3 electives
- Semester 7: 2 compulsory, 3 electives

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- Semester 8: 1 compulsory, 4 electives

This means that to complete the program students need to pass 21 compulsory courses and 19 elective courses (out of 20 elective courses offered). This would mean that in practice students have very limited choice in elective modules.

However, the above information is contradicted by the additional material provided by the college to the EEC. Specifically, the EEC requested the specific names of courses that are offered per year and semester, because the course descriptions provided to the EEC stated only if the course was offered in the fall or spring semester, without any further information of the year of study. According to this additional material, the number of compulsory and elective courses per semester is as follows:

- Semester 1: 2 compulsory (CSC101, CSC103), 1 elective (CSC102) and no specification on other electives
- Semester 2: 2 compulsory (CSC112, CSC105), and no specification on electives
- Semester 3: 2 compulsory (CSC202, CSC203), and no specification on electives
- Semester 4: 3 compulsory (CSC205, CSC302, CSC206), and no specification on electives
- Semester 5: 1 compulsory (CSC308), 1 elective (CSC312) and no specification on other electives
- Semester 6: 3 compulsory (CSC210, CSC307, CSC407), 1 elective (CSC310) and no specification on other electives
- Semester 7: 2 compulsory (CSC410, CSC414), 1 elective (CSC311) and no specification on other electives
- Semester 8: 1 compulsory (CSC415), 1 elective (CSC313) and no specification on other electives

The contradictory information between the application material of the college and the additional material is summarised below:

- According to the application material, there are 3 compulsory courses in semester 1. However, according to the additional material, there are 2 compulsory courses in semester 1. The EEC could not establish which of the two is true, and if there are indeed 3 compulsory courses in semester 1, which course is the third one, in addition to CSC101 and CSC103.
- According to the application material, there are 4 compulsory courses in semester 2. However, according to the additional material, there are 2 compulsory courses in semester 2. The EEC could not establish which of the two is true, and if there are indeed 4 compulsory courses in semester 2, which courses are the third and fourth ones, in addition to CSC112 and CSC105.
- According to the application material, there are 3 compulsory courses in semester 3. However, according to the additional material, there are 2 compulsory courses in semester 3. The EEC could not establish which of the two is true, and if there are indeed 3 compulsory courses in semester 3, which course is the third one, in addition to CSC202 and CSC203.
- According to the application material, there are 4 compulsory courses in semester 4. However, according to the additional material, there are 3 compulsory courses in semester 4. The EEC could not establish which of the two is true, and if there are indeed 4 compulsory courses in semester 4, which course is the fourth one, in addition to CSC205, CSC302 and CSC206.
- According to the application material, there are 2 compulsory courses in semester 5. However, according to the additional material, there is 1 compulsory course in semester 5. The EEC could not establish which of the two is true, and if there are indeed 2 compulsory courses in semester 5, which course is the second one, in addition to CSC308.
- According to the application material, there are 2 compulsory courses in semester 6. However, according to the additional material, there are 3 compulsory courses in semester 6. The EEC could not establish which of the two is true.

Overall, according to the application material, students need to pass 21 compulsory courses in total. However, according to the additional material, students need to pass 16 compulsory courses in total. The EEC could not establish which of the two is true on the basis of the provided material and the interview with representatives from the college.

In total there are 20 elective courses offered. Out of those 20 elective courses, 7 elective courses are in Computer Science (and students need to pass 24 ECTS from these) and 13 are in General Education (and students need to pass 66 ECTS from these). Out of the 13 General Education elective courses, 1 is in Computer Science (Computer Applications), 3 cover the English language (English Communication, English Writing, Advanced English), 2 cover the Greek language (Modern Greek, Modern Greek II), and the remaining 7 are on these diverse subjects:

- Principles of Microeconomics
- European History
- History of Cyprus
- Introduction to Philosophy
- Political Studies
- Introduction to Psychology
- Principles of Sociology

It is not clear to the EEC why 3 elective courses are offered in the English language, when an English language placement test or English language qualifications are a prerequisite to be admitted to the programme. Furthermore, the elective courses on Principles of Microeconomics, European History, History of Cyprus, Introduction to Philosophy, Political Studies, Introduction to Psychology, Principles of Sociology are not relevant to the programme. It is not clear to the EEC how these courses support the programme's learning objectives. This situation means that, in principle, students can gain 66 ECTS points, out of the total 240 ECTS of the programme, by passing courses irrelevant to Computer Science. This means that 25% of the programme's ECTS points can come, in principle, from courses irrelevant to Computer Science. This ratio is too high.

The EEC recommends that the Computer Science component in the programme is enhanced. The EEC also recommends that courses which are offered by departments outside Computer Science are adapted to demonstrate the link between Computer Science and other disciplines, thus enhancing the overall programme cohesion.

Regarding specific courses, the EEC has found the following drawbacks:

- The compulsory course Introduction to Artificial Intelligence CSC410 uses an outdated textbook (from 2008). This is an area that has seen massive developments in recent years, and that, like most topics in Computer Science, moves very quickly. This textbook needs to be updated.
- The elective course Computer Applications CSC102 uses the textbook: Microsoft Office 2019 Step by Step. This is a textbook on one specialised commercial application. The scope of the course is much broader than this, as stated in the intended learning outcomes of the course. A broader textbook must be used.

Furthermore, the EEC has discovered that no industrial internship or other form of paid or unpaid stay at an industrial partner is part of the programme's curriculum. The college informed the EEC that local Cyprus laws forbid students outside the EU to work in Cyprus. However, no unpaid placement or project collaboration with industrial partners was found in the programme's design.

The college's response to the EEC's request of graduate employment information was that all students enrolled in this programme are international students, and that it was therefore not possible to track down the graduates' destination after employment. It is not clear to the EEC if all the graduates of this

programme since the beginning of this program have always been exclusively international, or if the more recent graduates have been exclusively international. This information was requested by the EEC but was not provided by the college. It is not clear to the EEC why the college cannot collect employment information from international graduates, i.e. in which ways the college has tried to collect this information, if at all, and how the college has addressed, if at all, the reasons why it could not collect this information. Based on the information provided, the EEC cannot establish that the college sufficiently collects, monitors and analyses information on the career paths of graduates.

Another point that is unclear to the EEC is why the program graduates are exclusively international. It is not clear if this is by design or not. It is not clear what action the college has taken to analyse and rectify the fact that there are no local students from Cyprus in this programme. Furthermore, the EEC notes that according to the application material of the college to CYQAA, this programme is offered in Greek/English. However, all the courses of the programme are taught in English. It is not clear which elements of the programme, if any, are in Greek.

The EEC requested specific information on the student population per year, such as gender, and nationality (Cyprus, EU or international). This information was not provided to the EEC. The college informed the EEC that "all students enrolled in this programme are international students". As stated also above, it is not clear if all students of this programme since its beginning have always been exclusively international, or not. Based on the information provided, the EEC cannot establish that the college sufficiently collects, monitors and analyses information on the profile of the student population.

Furthermore, it is not clear when this programme started, despite the EEC requesting this information both during the online visit and as extra material to be supplied later. The college provided only data for the last 4 years (even though the minutes of the meetings of the Quality Assurance Committee refer to this programme longer than that):

- in 2018, 2 students graduated and 2 students withdrew (one after the first year, the other after the second year),
- in 2019, 3 students graduated and 2 students withdrew (both after the first year),
- in 2020, 4 students graduated and 3 students withdrew (two after the first year, the other after the second year),
- in 2021, 3 students graduated and 1 student withdrew (after the first year).

During the last 4 years, in total 12 students have graduated from this programme and 8 students have withdrawn, according to the data provided by the college. The EEC requested information on transfer to other programmes, but this information was not provided. Based on the information provided, the EEC cannot establish that the college sufficiently collects, monitors and analyses information on student progression, success and drop-out rates. Furthermore, the college management informed the EEC that, in order for this programme to be viable, at least 10 students per year are needed. The statistics provided for the last 4 years do not therefore support the viability of this programme.

The rate of students who have withdrawn from this programme is too high. In the last 4 years, 12 students have graduated and 8 have withdrawn. The college did not provide any strategy for addressing this.

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	Partially compliant
1.2	Design, approval, on-going monitoring and review	Non-compliant
1.3	Public information	Partially compliant
1.4	Information management	Non-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.*

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.*

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.*

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 teaching methods are quite conventional and traditional, with no evidence of innovative, more interactive, methods. We found neither evidence of student-centered approaches to teaching or learning nor any effort on developing and supporting autonomous learners. The systematic use of a Moodle platform is appreciated.

The class videos with which we were supplied displayed clear competence by the instructors and some good familiarity with relevant material, however only not all instructors hold degrees in fields closely related to computer science.

Based on videos and on interviews with students, it was clear that lectures are traditional. It did not appear that any visiting employer or even academics had been involved to provide guest lectures in order to variate the teaching approach.

The students interviewed by the EEC commented however, that more activities were needed for students in class. The fact that class sizes are quite small provides a base for a more personalised learning experience.

All modules announced in the online semester schedule were based on 1 hour teaching blocks. This seems good in order to maintain the good level of students' attention.

As the programme has no external internship offer, adding some opportunities for work-based learning would be advantageous. Pursuing some partnerships with companies interested in Computer Science products and ICT applications and improving relations with employers which have been discussed during the presentations might be a way of facilitating such developments.

Strengths

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

There is a (small) nucleus of mostly young teachers competent in Computer Science, with formal degrees in this discipline.

The class sizes are small, this helps the interactions among students and between students and teachers.

The usage of Moodle for storing teaching material is appreciated.

The Plagium plagiarism tool is used.

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 programme is traditionally taught with no special examples of the adoption of advanced or innovative approaches. The teaching approach is scarcely student-centered. Consideration should be given to moving away from the traditional didactic approach to teaching to a more interactive teaching style.

● There are too few instructors with expertise in Computer Science. Add some more instructors with degrees in Computer Science, and help the current staff to innovate their teaching approach, for instance by offering to staff didactic training, or making such training compulsory to newly hired staff with no teaching experience.

● Consideration should also be given to varying activities in the 1-hour teaching blocks, possibly including some team-based exercises and small in-class projects.

● More variety in assessment techniques would be of benefit. The exams viewed were mostly in the format of multiple-choice or open-ended questions, which is only appropriate for testing some dimensions of knowledge in computer science and not well suited to problem solving. The topics on the assignments that were viewed seemed quite descriptive.

● Based on the assignments viewed, more training on report writing would be appropriate.

● There appears to be a heavy reliance on exams throughout the program. There is increasing concern globally that written exams based on closed questions are not the best way to assess student knowledge. Activities based on team projects should be incentivated.

● In order to align the programme with contemporary practice, we recommend a strategy of gathering best practices in highly regarded schools or departments and consequent training for staff. In addition, the production of a standard approach to assessment criteria is recommended, consideration of more innovative teaching and assessment methods, the introduction of teaching and assessment linked to practical situations.

● Since Computer Science studies are internationally based on both theory and practice, inviting some experts from the outside world to talk about the jobs and careers available in ICT and software development could help students to mature an autonomous view of their future profession.

● There is no thesis element, and we recommend to include in the programme some kind of final thesis, possibly linked to a project. There are two courses (CSC414 and CSC415) on Computer Science projects, offered in semesters 7 and 8, however each of these courses is worth 6 ECTS points, which is not sufficient to replace a BSc thesis. Adding a thesis element would help students to improve their autonomy, and also to progress in their studies as many universities have this as a requirement for admission to further studies.

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	Partially compliant

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2.2	Practical training	Partially 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 Department of Computer Science consists of 4 full-time lecturers and 3 part-time lecturers. Regrettably, the College failed to clarify full time equivalent (FTE) number of staff, despite repeated requests for this figure.

Currently, the department is teaching a modest number of students, well under 10, in each year on this BSc programme and the college envisages that the student intake number will grow to around 30 once the accreditation is approved.

A staffing growth plan and associated pay budget were presented to the panel, upon request. The investment plan seems to be rather modest. With 1 FTE to be added 2 years after accreditation and 1 further the year after, the student staff ratio would become too high.

The College presented an example staff recruitment material, which contains very little information on job description. This level of brevity is unusual in high education sector.

The panel discussed with current lecturing staff on various issues of staff training and development. From the conversation, it seems that there is a lack of understanding on, for instance, promotion. The College documentation on promotion and its process could be more detailed, particularly on criteria for promotion. They should cover teaching, research, admin and leadership, professional development and esteem.

The normal teaching load of 12 hours (delivery) for lecturers is relatively high, considering normally twice as much time is needed to prepare the delivery, marking, and deal with student enquiries.

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The College makes no distinction between research enhanced/focused lecturers and teaching enhanced/focused lecturers. There is one singular academic career pathway, and teaching load is rank specific, i.e. senior academics are expected to carry out more research but with less teaching. Support for research, e.g. annual research budget, is modest.

There is no clear evidence to suggest that regular professional and teaching focused training have taken place.

Documentation supplied by the College shows that teaching evaluation is in place and student feedback is taken into account in assessing teaching quality.

In the meeting with the panel, the lecturing staff seemed enthusiastic about teaching.

Research activity in the department is an area that requires growth and investment. External collaboration should be encouraged and better supported (financially). From the discussion, there is very little activity on external research grant capture.

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

Current staff seem motivated and possess the right qualifications.

The department has a strong focus on teaching delivery.

Lecturing staff are dedicated in that each of them delivers a great many courses for this degree programme.

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.

There are a number of areas that require improvements, particularly on staffing, staff development, and research. Given that the current number of students on this programme is modest, i.e. well below 10 each year, the number of staff in the department seems to be adequate, i.e. 4 full time and 3 part time. However, it does mean that each lecturing staff needs to deliver many courses for this programme. This has a very high demand on specialized knowledge in a variety of areas of computer science for each lecturer. Typically, final year courses should align strongly with academic staff research interest and activity. This is particularly important for a Science programme. With such a small lecturing team, this is challenging to achieve. The investment on research could be much improved. The financial support for academic staff to carry out research activity is rather modest. The teaching load is comparatively high and it is more so because of the diverse courses each academic has to cover in teaching. Research time is thus very limited. Take a lecturer as an example: 12 hours teaching delivery (4 courses per semester), plus usually twice as

much time, i.e. 24 hours, for preparation, marking, student support; this leaves no time to carry out other activities (in teaching block). The College's staffing plan is inadequate. With over 120 students in total (projected by the college for this programme), 5 or 6 full time lecturing staff is insufficient. Currently, there are well under 10 students in each year. A growth of multiple times in student number cannot be covered by a growth of 1 or 2 lecturers. The staff recruitment material provided by the College is not inline with common practice in the HE sector. The example job advert provided to the panel does not include proper job description. It does not clearly specify essential criteria and desirable criteria. It provides no information on person specification and required evidence. This is extremely unusual for a highly skilled and specialized professional position. This is a worrying indication of lack of necessary thought process and planning. From the conversation with current lecturing staff, it is apparent that members of staff are not very clear on promotion requirements. Management should carry out more work to make staff aware of their career pathway. Staff performance evaluation should have the aim to empower staff and enable staff to perform. The documentation provided on promotion is inadequate. The career pathway is unclear in several respects. It should provide necessary details on all key aspects, including teaching, research, administration and leadership, professional development, and esteem. It also should include criteria for each aspect and specification on required evidence. Promotion to senior position should also include independent external assessment. Criterion 5 of the promotion criteria is very unusual: "existence of vacancy". Staff should not be declined for promotion for this reason. Promotion process is entirely different to staff recruitment. Research credits as a means to evaluate staff performance is problematic. The system is too simplistic. For example, the quality of a conference can not be determined solely based on its location and the quality of a paper can not be solely determined by the venue of publication. The College should take a holistic view of staff's achievement in research, which covers research output, funding capture, professional activity, and esteem. The concerns around staff professional development and review, as outlined above, are significant. These issues can have a major impact on the research environment and academic life as a whole.

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	Partially compliant
3.2	Teaching staff number and status	Partially compliant
3.3	Synergies of teaching and research	Partially 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*

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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 EEC was not provided with detailed numbers on student admission, progression and certification, despite requesting this repeatedly. Some numbers for the last 4 years were provided, but these were largely incomplete. Based on these incomplete numbers, it is not possible for the EEC to assess important aspects of the program, such as: whether the college admits by design only international students, or if this is accidental; how the program deals with the large heterogeneity in the academic background of its students; what is the gender ratio of the students in this program; what is the employment ratio and drop-out ratio of students in this program.

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

The low number of students and low number of teaching staff in the program creates an environment where personal relationships can flourish and where students can be in direct contact with their instructors easily.

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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, learning and assessment procedures related to options after failing an exam, and the number and conditions for re-examination or repetition of a course are not readily accessible. They are not included in the Students Orientation Handbook. The EEC could not readily access this information in any of the written documentation provided, nor on the website of the college. The website of the college provides very little information about how a student can request a re-examination, but no information on the options after failing an exam, and the number of re-examination or repetition of the course allowed. The college representatives informed the EEC that students who fail a course must repeat the course, unless medical reasons are provided that justify failing the exam (in that case a re-exam can be arranged). The college representatives also informed the EEC that a course can be repeated twice maximum. This is very important information that needs to be formalised, written down and made readily accessible to everyone, both on the Students Orientation Handbook and on the college website. The EEC also notes that when a student fails a course and has to repeat the course, the student has to wait until the course is offered again. This can create delays and complications in the progression of the student across the programme, for instance when the failed course is a prerequisite for further compulsory courses in the upcoming semester. The EEC recommends that all students who fail a course have the opportunity to take a re-exam without having to repeat the course. This is in line with international standards, and it also facilitates the smooth progression of students across the programme.

Regarding the qualification awarded at the end of the program, the EEC notes that one of the students that the EEC interviewed, informed the EEC that even though he had recently graduated from this programme, he was still attending courses at the college to improve the grade on his degree for this programme. If this is indeed true, then this practice goes against the standards required from any qualification awarded at the end of this programme. The final qualification awarded, upon graduation, should be immutable. It should not be possible for students to improve their grades on their degree after they have graduated and the degree has been awarded.

The conversation with the admission team reveals that although admission criteria are available in documentation, student selection is based on the admission personnel's experience. The recruitment and, more importantly, the admission is handled entirely by the administration team. Lecturers have no involvement in admission. Lecturing staff should have input in selecting students, particularly for international students, when the number of qualified applicants exceeds the intake capacity of the programme for a given year. This is currently done solely by administration staff.

It is unfortunate that during the panel interview the management team could not clearly explain the student progression rules. The panel requested such further information after the meeting. Several links to webpages were provided. This information should be clearly written in the student handbook and at least the programme coordinator should be fully aware of these rules and ensure their implementation by the staff in this programme.

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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	Partially compliant
4.3	Student recognition	Partially compliant
4.4	Student certification	Partially compliant

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

<u>**Sub-areas**</u>

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.*

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.

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The program is supported by four computer laboratories - all running the Windows operating system - and a computer network laboratory. There is no computer laboratory running Linux operating system. There are 14 classrooms equipped with a PC for instructor, projector and projector screen. The American College subscribes to online learning resources which include online books and journals where the students have access twenty-four hours a day via the internet. As in the documentation provided, a distance Learning platform is available for synchronous and asynchronous teaching. According to the outcome of the interview, during the pandemic lock-down period, exams were taken physically.

The students confirmed in the meeting with EEC that they are satisfied by the college's policies and mechanisms for communication with the faculty and admin staff. The College has a procedure for students evaluating facilities and services.

The human support to the program, like student counselling, student advisors and student affairs seems sufficient in number (the number of permanent administrative staff is twelve).

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

Students stated that they have good lecturers and that they provide feedback through a specific evaluation procedure. They are happy with the College and the program and some of them plan to continue in the college for a Master's degree if this is available.

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.

Students during the interview asked for more practical and hands-on classes. The EEC believes that this can be achieved among other synergies by upgrading the laboratories to better facilitate the lectures with practical parts. This upgrade will be more essential in the future as the College has a plan to have in the program approximately 25 students/year.

Although during interviews with staff it has been said that the College in general helps non-Cypriot and non-EU students to get a work permit, it is not clear to the students of this programme if they are allowed to work in Cyprus and actually the students said that they are not allowed to work. More needs to be done in this part and especially in better student guidance.

It is not clear that the program can be self-sufficient with adequacy of financial resources and there is no clear strategic plan for this.

Students are not offered personal storage on the server.

According to the additional material provided by the college to the EEC, the college has a Career Service that puts students in contact with employers, that helps students to write a CV, and that helps students prepare for interviews. However, when the EEC asked the administrators of the Career Service about these services, their reply was that they do not help students write CVs and that: "We are not asked to find them jobs. They don't usually ask for help".

The EEC did not see evidence that student mobility is supported within and across higher education systems.

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	Partially compliant
5.3	Human support resources	Partially compliant
5.4	Student support	Partially compliant

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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*

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- o *reports per semester and feedback from supervisors*
  - o *support for writing research papers*
  - o *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?*
- *Can you please provide us with some 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:

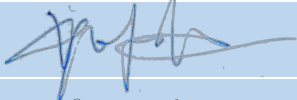| Sub-area		Non-compliant/ Partially Compliant/Compliant
6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

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 recommends that:
- the program is re-designed in line with international top-tier curricula and standards, so that the Computer Science component is strengthened for instance;
- the quality assurance procedure is improved, not only formally, and also in its implementation;
- general housekeeping processes are established to ensure that information vital to the programme, such as intake, drop-out, pass-rate, employability, transfer to other programmes, gender diversity, and so on, is collected, analysed and acted upon;
- detailed student information regarding rules of progression and certification in the program, such as re-examination, industrial stay, and so on, is formalised and made readily and publicly accessible to students (for instance in their handbook);
- detailed information regarding the recruitment, promotion and work load of teaching staff is formalised and made readily and publicly accessible to the faculty;
- the senior management of the college and of the programme should be aware of the above processes, in clear detail, and implement them;
- student instruction is updated with more modern methods of teaching that are centered around student learning.

The above are some of the main points of improvement, recommended by the EEC. The previous sections elaborate on each of these points, with specific details.

E. Signatures of the EEC

Name	Signature
Christina Lioma	
Xianghua Xie	
Paolo Ciancarini	
Christos Charalambous	
Michael Michael	
Click to enter Name	

Date: 20 December 2021