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. 300.1.2

Date: 26/09/2022

Higher Education Institution's Response

- **Higher Education Institution:
  Open University of Cyprus**

- **Town: Nicosia**

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

  In Greek:

  Ασφάλεια Υπολογιστών και Δικτύων, 90 ECTS,

  Μεταπτυχιακό

  In English:

  Computer and Network Security, Master, 90 ECTS

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

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

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations
  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].

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A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*

- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*

    - *the areas of improvement and recommendations of the EEC*
    - *the conclusions and final remarks noted by the EEC*

- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*

- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
Limited evidence that students with different backgrounds can reach the same level of Knowledge / accreditation	Many thanks for the comment. The Programme, based on open education, is designed to accept students from different education backgrounds. As mentioned on its webpage: "Typically students may hold management, technical or other position in IT, Telecommunication companies, government departments, consultancy agencies and educational establishments. The Programme would also be of interest to people looking for a career change". In this regard, all the modules are covering both introductory knowledge, to ensure that they build the fundamental knowledge across the student population as well as advanced specific knowledge matters, making sure that students with different backgrounds can reach the same level of knowledge. Moreover, the Programme is utilizing a competency-based teaching and learning strategy, considering the industry needs to ensure that the students graduating from this MSc have developed the key knowledge and skills needed to work in the cyber security domain in various positions, covering technical and non-technical roles. The opportunity to work in the cybersecurity domain while originating from different educational backgrounds is also confirmed from the feedback we have received from various students through the years. It is also evident from the students who attended the external evaluation meeting, some of whom do not come from computing-related backgrounds.	Choose an item.
Lack of pathways for some important fields like Computer and Network Forensics and Information Security Analyst etc.	This is something that was discussed in detail in the past years. Unfortunately, the current enrolment numbers do not support different pathways, as there is a limitation from the University internal regulations as well as the CYQAA regulations for the minimum number of students enrolled in a module in order the program to be viable. This is the main reason why the existing Program is currently offered without different academic pathways, thus its strategic objective currently focuses on building knowledge and skills across key areas in cybersecurity, such as Security Risk Management, Digital Forensics, Computer and Network Security, etc., providing the opportunity to students to pursue a broad range of cybersecurity roles.	Choose an item.
Lack of a strategy around current societal challenges.	In relation to the recommendation made by the EEC that a strategy should be drafted for evolution and further development of the study programme based on current trends (i.e. UN goals, diversity, ethics), we note the following:	Choose an item.

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	The Programme is research and industry informed by the academic team that is teaching the Programme's modules. This approach assists in keeping the content up to date with current trends and industry needs, making the graduates competitive in the cybersecurity labor market. For example, in all offered modules, the academic team is highlighting the importance of professional ethics, demonstrating to students how to approach in an ethical way the execution of cybersecurity tasks, e.g., the collection and analysis of digital evidence, the use of industry standards to apply best practices, etc. Moreover, the academic team is well aware of current trends such as UN Sustainable Development Goals (SDGs), and includes information in the modules so that students build a good understanding of the various challenges that are raised in the context of their study field and can apply good practices to address them. For example, in Module AYD621 "Cryptography", the cryptographic algorithms are being analyzed in terms of their power consumption; for example, the importance of lightweight cryptography is being discussed, whereas contemporary blockchain platforms are also being evaluated in terms of the resulting energy dissipation. The academic team will continue the good practices already deployed to keep the Programme research and industry informed to maintain its competitiveness.	
Consider increasing the coverage of Privacy Enhancing Technologies in the programme	Thank you for the recommendation. This is already covered in the AYD621 "Cryptography" module but we will make sure to add more aspects of privacy enhancing technologies in other modules as well. • consider the balance in challenge and nature between courses; for example, some appear at first glance as potentially more challenging (e.g., cryptography), more vocational (e.g., forensics), etc. • in the course descriptors, provide examples of the types of assignments required by each course • AYD621 course (Cryptography): consider adding more conventional (i.e., non-edited) and recent text book(s) to the bibliography • AYD521 course (Computer and Network Forensics): consider adding modern bibliography • AYD622 course (Risk Management): consider clarifying the practical/technical focus of the course in the descriptor, and modernizing bibliography We have updated the bibliography in the modules highlighted as below for the upcoming 2022/23 academic year:	Choose an item.

1. AYD621 course (Cryptography): Bibliography is been updated as follows with bibliographical references in Greek and in English:

- "Σύγχρονη Κρυπτογραφία – Θεωρία και Εφαρμογές", M. Burmester, Σ. Γκρίτζαλης, Σ. Κάτσικας, Β. Χρυσικόπουλος (Eds.), Παπασωτηρίου, 2011 (Τμήμα του βιβλίου είναι διαθέσιμο στο e-class)
- "Κρυπτογραφία και ασφάλεια δικτύων – Αρχές και εφαρμογές", W. Stallings (ελληνική έκδοση 2011, εκδόσεις Ίων - Τμήμα του βιβλίου είναι διαθέσιμο στο e-class)
- "Εισαγωγή στην κρυπτογραφία", Κ. Δραζιώτης, Κάλιππος, 2021. Διαθέσιμο: https://repository.kallipos.gr/handle/11419/8016
- "Κρυπτογραφία και εφαρμογές", Κ. Ε. Πατσάκης και Ε. Χ. Φούντας, Εκδόσεις Βαρβαρήγου, 2020.
- "Τεχνικές κρυπτογραφίας και κρυπτανάλυσης", Β. Α. Κάτος, Γ. Χ. Στεφανίδης, Ζυγός, 2003.
- Διαθέσιμο: http://utopia.duth.gr/~vkatos/documents/publications_thebook.html
- "Ασφάλεια Πληροφοριών και Συστημάτων στον Κυβερνοχώρο", Σ. Κάτσικας, Σ. Γκίτζαλης, Κ. Λαμπρινουδάκης, Εκδόσεις Νέων Τεχνολογιών 2021
- "Cryptography and Network Security – Principles and Practice", W. Stallings, Prentice Hall, 8th ed., 2020
- "Modern Cryptography: Applied Mathematics for Encryption and Information Security", William Easttom, Springer, 2021.
- N. Smart, The Cyber Security Body of Knowledge. University of Bristol, 2021, ch. "Cryptography", version 1.0.1. Διαθέσιμο: https://www.cybok.org/media/downloads/Cryptography_v1.0.1.pdf
- K. G. Paterson, The Cyber Security Body of Knowledge. University of Bristol, 2021, ch. "Applied Cryptography", version 1.0.0. Διαθέσιμο: https://www.cybok.org/media/downloads/Applied_Cryptography_v1.0.0.pdf
- D. Boneh and Victor Shoup, "A graduate course in Applied Cryptography", v.0.5, Jan. 2020. Διαθέσιμο: http://toc.cryptobook.us/
- "Cyber-Security Threats, Actors, and Dynamic Mitigation , Kolokotronis N., Shiaeles S. (eds), CRC Press, 2021 (κεφάλαια του βιβλίου που σχετίζονται με κρυπτογραφία).
- "Handbook of Applied Cryptography", A. J. Menezes, P. C. Van Oorschot και S. A. Vanstone, CRC Press, 1996

(διαθέσιμο στο διαδίκτυο:
http://www.cacr.math.uwaterloo.ca/hac/)

2. AYD521 course (Computer and Network Forensics):
Bibliography is been updated as follows:

- Gogolin, G. (Ed.). (2021). Digital forensics explained. CRC Press.
- Kävrestad, J. (2020). Fundamentals of Digital Forensics. Springer International Publishing.
- Hayes, D. R. (2020). A Practical Guide to Digital Forensics Investigations, 2nd Edition. Pearson IT Certification.
- Hassan, N. A. (2019). Digital Forensics Basics: A Practical Guide Using Windows OS. Apress.

3. AYD622 course (Security Risk Management of Information and Communication Systems): Bibliography is been updated as follows, and we have also included references to relevant EU and National Authorities:

- Management of Information Security, M. E. Whitman, H. J. Mattord, 6th edition, Cengage Learning, 2018
- Information Security Management, Michael Workman, Jones & Bartlett Learning, 2nd edition 2021
- Information Security Management Principles, D. Alexander, A. Finch, D. Sutton, A. Taylor, BCS, 3rd edition, 2020
- Information security - 2022 Edition. Risk management. Management systems. The ISO/IEC 27001:2022 standard. The ISO/IEC 27002:2022 controls, C. Gallotti, Youcanprint, 2022
- Roadmap to Information Security: For IT and Infosec managers, M. E. Whitman, H. J. Mattord, 4th edition, Cengage Learning, 2011
- The Security Risk Assessment Handbook, Douglas J. Landoll, 3rd edition, CRC Press, 2021
- Hellenic Data Protection Authority (HDPA), (www.dpa.gr)
- Office of the Commissioner for Personal Data Protection, (http://www.dataprotection.gov.cy)
- European Data Protection Supervisor (European Data Protection Supervisor (http://www.edps.europa.eu/EDPSWEB/
- ENISA (http://www.enisa.europa.eu)
- EDPB (https://edpb.europa.eu/)
- Octave (https://resources.sei.cmu.edu/library/asset-view.cfm?assetID=309051)

Moreover, the module descriptor of AYD622 has been updated to clarify the practical/technical focus of the course. Specifically, the

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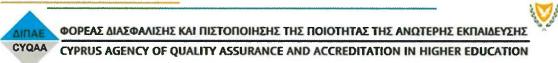
	following text is been added in the "Course Purpose and Objectives": In the context of security risk management, special emphasis will be given to develop knowledge and skills to perform vulnerability assessments so that students can realize fundamental risk management concepts e.g. asset, threat source, threat, vulnerability, impact, etc. • SAE521 course (Research Methods): Consider whether blanket structure is appropriate for a research methods course and, if so, provide some examples of how the assessment maps to ILOs. The comments regarding SAE521 are greatly appreciated and are to be considered. We have already taken steps to optimize the structure of the course to be more compliant with Networks, Information Technology and Cybersecurity related courses. In that respect, special attention is to be given to the examples that are to be used in each area covered. Moreover, there is a range of assessments that cover the ILOs. For example, all weekly assessments are mapped to ILO Skills – "Organizes and conducts scientific research". Weekly assessments 4, 5 and assignment 1 are mapped to the ILOs Skills – "Conducts a research review", "Conducts a literature review", and "Writes a research report and dissertation".	

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

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
It is not clear if assessment based on rubrics and peer-review are provided. In addition, more sophisticated forms of e-assessment based on intelligent tutoring systems and conversational pedagogical agents are also encouraged to support immediate and automatic feedback to students and self-evaluate their progress.	The weekly assessment marking is per question, and the marks are awarded based on the relevance of the answer to the question. The coursework on the other hand follows a rubric marking system and criteria that are known to students beforehand, and detailed feedback is provided to the students accompanying the marks. We have noticed that this detailed feedback helps students to improve for the second coursework, and for preparing for their examinations. We will consider automatic feedback for the weekly interactive exercises. In addition, we will schedule specific online sessions to provide feedback to students that need this to improve their work and progress. The coursework assessment criteria generally follow the same structure for all the modules of the Programme, which is Introduction = 5%, Relevant Content = 40%, Structure and Presentation = 20%, Conclusion= 15%, Language and Style = 10%, Research and Bibliography = 10% for the two assignments.	Choose an item.
While the EEC emphasises the benefits of any form of interaction and collaboration, the online synchronous teleconferences and real-time collaboration among students might be hard to scale if in the next years the program is expanded internationally and attended by many students across different time zones. It was not clear how the university would support this type of collaboration from the coordination perspective while recommending the constant adaptation of their distance learning model to support this situation through increasing the	The Programme is only taught in Greek, and the vast majority of our students are located in Cyprus and Greece, so for the time being we do not have issues such as the ones raised by the Committee. Moreover, we would like to emphasize that beyond the online synchronous teleconferences and collaboration, student collaboration is also done asynchronously through the modules' forums. Through the forums, students have the opportunity to provide their answers to questions posted on the forum by the teaching staff who monitor the discussions and provide further feedback. In the case OUC decides to offer the Programme in English as well, and foreign students are enrolled, the teaching staff will take note on the different time zones and enhance the current practices by increasing the asynchronous online interaction and collaboration. It should also be taken into consideration that all group tutorials and teleconferences are recorded, and students have access to all videos at their own time and pace. For	Choose an item.

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asynchronous online interaction and collaboration.	the Programmes in English already offered by OUC, students haven't reported any problems.	
Onsite final exams may not be in line with the learning style of online students, and project-based learning based on teamwork and formative continuous assessment through written assignments during the course could be reinforced instead, if allowed by the governing and/or legal framework.	Thank you for the feedback. Onsite final exams is mandatory as per the University Study Regulations, and CYQAA guidelines. Moreover, given that the majority of our students are Greek, we need to follow the Hellenic NARIC's guidelines also to ensure that our graduates can receive recognition of their degree title issued by the Open University of Cyprus in Greece.	Choose an item.

3. Teaching staff
(ESG 1.5)

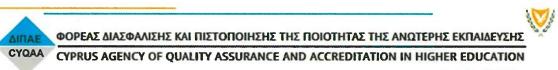| Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
Staff training and support could be extended to include a menu of staff development opportunities; these should incorporate the Sustainable Development Goals of the UN's Agenda 2030 in the training programs to faculty staff, including diversity and ethical perspectives, in order to redesign the teaching materials accordingly with the aim to empower students with emerging competencies and skills (climate action, well being, gender equality, etc) to take action for a more sustainable world.	Staff training opportunities are provided to all academic and administrative staff. Adjunct faculty (Tutors) can apply for Erasmus+ funding to undertake training or carry out a teaching assignment abroad. The Open University of Cyprus is currently in the process of SDG Policy Mapping and its Strategic Plan 2021-2024 clearly states alignment with the UN Agenda 2030.	Choose an item.
University to introduce an EDI strategy promoting a widening participation approach and effectively to help with the integration of under-represented communities to its staff and student population.	The Open University of Cyprus is committed to an Equal Opportunities Policy in relation to hiring and supporting the career development of all people, and encourages individuals, irrespective of gender or gender reassignment, to apply for academic, research and administrative job openings. The Open University of Cyprus does not discriminate on the grounds of racial or ethnic origin, colour, religion or belief, gender, gender reassignment, ethnicity, nationality, age, disability, marriage or civil partnership, or sexual orientation in accordance with the relevant laws and regulations of the Republic of Cyprus. Considering Adjunct Faculty (Tutors) in particular, candidates applying through the open calls each year are evaluated according to the following criteria: 1. Relevance of their research, professional experience and publication record to the Module (Thematic Unit). 2. Research, professional experience and publication record over the past five years.	Choose an item.

	3. Teaching experience in higher education institutions during the past five years. 4. Distance learning teaching experience in higher education institutions during the past five years, and ability to use state-of-the-art technology. 5. The available time that the candidate can offer as adjunct faculty member (Tutor). 6. The candidate's evaluations (if applicable) during the past five years.	
Student aggregated feedback following the course evaluation survey could be used in the programme development	Many thanks for the comment. We always take the feedback of our students very seriously and we adjust the course material and assessment to match their needs. In fact we take feedback throughout the teaching weeks and we don't wait for the final feedback at the end of each academic semester which is provided through an online anonymous questionnaire in order to introduce changes and be ahead of students expectations.	Choose an item.

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

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
The department may consider developing an action plan leading to an increasing number of students, something that would be beneficial in many ways, especially the long-term sustainability of this program.	The increase of the numbers is in line with the strategy of the Faculty of Pure and Applied Sciences which offers the MSc in Computer and Network Security. We are also discussing offering this MSc in English as well, or offering other MSc in Cyber Security with different entry requirements. The University's Strategic Plan also includes a new MSc in Security and Defence to be offered jointly with the Hellenic Air Force Academy.	Choose an item.
The evaluation committee recommends periodic review of the program by taking into consideration feedback from academic staff, students, external local industry experts and professional bodies.	This is an interesting idea and is well applied in UK universities that wish to have their programmes accredited by professional bodies such as the British Computer Society. For the time being, the Open University of Cyprus is considering introducing an Advisory Board per Faculty to gather feedback from professional bodies and local industry experts.	Choose an item.
The EEC invites the Faculty of Pure and Applied Science to liaise with the Programme Director and consider the two weaknesses identified in the programme's self-evaluation SWOT analysis: o The lack of strands (pathways) in course e.g., Computer and Network Forensics, Pentester, Information Security Analyst etc. o The lack of providing professional certifications within the	Thank you for your suggestions. We will definitely consider them and update the Programme's SWOT analysis. Regarding pathways, is currently not possible to introduce additional strands due to the restrictions we mentioned above but the professional certification is already considered. In fact, the AYD521: *Computer and Network Forensics* module follows Autopsy certification and the AYD620: *Computer and Network Security* module follows CEH material. Students completing the Programme will be able to self-register and sit the exams for the above certification. We can discuss with the University the possibility these exams to be part of the degree in the future.	Choose an item.

completion of specific modules of course		

Also, to consider the model of assessment in order to:
 	
   o Ensure that students are not over-assessed, i.e., whether weekly assignments alongside practical assessed coursework and final exams are appropriate load for 10 ECTS credit courses
   o Reflect on the blanket model of assessment across courses (and programmes at the OUC) and whether this is appropriate for achieving the ILOs of individual courses in the programme, especially courses like Research Methods.
	Weekly graded interactive educational activities have been incorporated in the Programme as per the CyQAA directives. It is true that these add to the students' workload, and this is the reason why we have allocated 20% of the Module overall grade in these assignments. Due to the distance-learning model in which more time is allocated for students to study home there is a necessity to have weekly assignments which are not taking much time and the idea is to make sure that students study the weekly lecture available also offline in the University's eLearning Platform. According to our previous years' experience, this model works well and students achieve better understanding and higher marks thus is applied across the Programme's modules.	Choose an item.

More sophisticated forms of learning analytics mechanisms based on AI and specifically Machine Learning are encouraged to be used to monitor and predict student performance and dropout in order to be able to provide timely corrective measures. This is	Learning analytics are derived and evaluated by academics on the University's eLearning Platform, which offers specific and detailed analytics on each module, and even on each weekly segment. Teaching staff monitor students' participation in the online weekly sessions, their use of eClass, and follow-up on their coursework submissions. The Programme also monitors success rates and dropouts.	Choose an item.

strongly recommended in case of university's expansion plans through increasing the academic portfolio and/or the number of online students.		
As a measure to address staff development and mentoring, the committee recommends periodic meetings and/or workshops in which scientific themes as well as pedagogical ones are discussed. External scientific personnels (from Cyprus and/or Europe) should be invited to these meetings as a source of inspiration for teachers and graduate students.	The University already provides courses for staff developing in terms of pedagogy. More specifically, the following two training modules are mandatory for faculty members and Adjunct Faculty (Tutors): 1. Use of the University's eLearning Platform This module is offered asynchronously throughout the academic year and it is provided and supported by the University's ICT Unit. Its content includes: asynchronous platform, synchronous platform, video platform, plagiarism detection tools, and collaboration tools for teachers-staff interaction. 2. Distance teaching, learning and assessment This module is provided by the University's Lab for Educational Material and Methodology (LEMM) and has a 12-weeks duration. Its objective is to inform OUC's teaching staff for the latest methods and practices regarding online teaching, learning and assessment. Moreover, it allows teaching staff to become familiarized with the synchronous and asynchronous collaboration and communication tools provided in the eLearning Platform and procedures to develop interactive activities and suitable multi-format educational. Its content includes: theoretical models of adult learning and methods to design and measure learning outcomes, distance learning interactive assignments, how to create successfully video lectures, methods and techniques to engage students in the learning process, strategies to design	

	suitable assessment methods and provide constructive feedback to students. Regarding the scientific aspect the staff chosen to teach the modules in this Programme are well recognized in their domain, and also are active researchers producing papers and books. Also the teaching staff is involved in conferences, programme committees, etc and all these activities are circulated through the University newsletter so that more members of staff can become involved. The Programme also runs guest lectures, while most of the University's scientific events are delivered online through the OUC eLearning Platform / Blackboard Collaborate, which means that they are open to all students and the general public. Invited guest speakers also teach under the Erasmus+ Programme. We shall certainly try to introduce monthly or quarterly events where we can invite people from Cyprus or abroad to give some invited talks on their research or pedagogy.	

5. Learning resources and student support
(ESG 1.6)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
The programme courses have a syllabus plus a weekly study guide each that includes relevant information such as, objectives, contents, purpose expected results, interactive activities, and primary and complementary bibliographic references. However, the study guide should include additional information to effectively help students plan their study time ahead and throughout the course; such additional information includes a summary, detailed learning methodology and outcomes, communication with tutors, assessment methods, and recommended study time.	We have already prepared a study guide for each Module which includes the Module's objectives, all learning units, bibliography, and interactive weekly assignments, and ECTS. We will make sure that by September 2022 all Study Guides include material relevant to the assessment and teaching methods, and recommended study time. All Study Guides are available to the students on the Programme's eLearning Platform.	Choose an item.
While the online courses include a good variety of learning materials (e-books, articles, videos, etc.) which are good for distance learning, it is recommended that the recorded teleconferences and video lectures to be more usable and accessible for students by making them shorter, include the teacher in all the videos to provide non-verbal communication, and add subtitles for increasing accessibility	Many thanks for the suggestions. Panopto has the auto-subtitling option however this does not work well with Greek language. The ICT team of the University is working continuously on improving the systems and providing students with latest technology.. In addition, the Programme Coordinator has already provided new guidelines to the academic team regarding how to enhance the programme's video material, including enabling their camera while delivering their lessons and creating shorter videos from the online sessions.	Choose an item.

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6. Additional for doctoral programmes
   (ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
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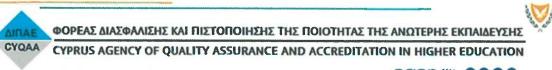
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7. Eligibility (Joint programme)
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
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ΔΙΠΑΕ
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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For official use Only
The programme under evaluation is to be approved. The main strengths of the program are that those who developed the courses are those who teach the courses; the students are happy; the size of the class (35 students per class) allows constant and personal feedback. The program has great potential as there is high demand for experts in all areas of cyber security from industry. The committee suggests that a strategy for growth is developed along these axes: - growth in the number of students. The department may consider developing an action plan leading to an increasing number of students, something that would be beneficial in many ways, especially the long-term sustainability of this programme. - growth with respect to topics like ethics, climate change, gender inclusion. The department offers a wide range of courses, however low student intake can restrict the number of available electives. - growth as development of the teachers.	First and foremost, we would like to thank the External Evaluation Committee for its valuable comments and constructive feedback. We have responded to all the comments and taken into consideration all suggestions, identifying opportunities to improve the MSc Programme in "Computer and Network Security" and maintain its competitiveness in the market . We are looking forward to a positive decision by the CYQAA regarding the accreditation of the Programme so that OUC can launch it in the next academic year.	Choose an item.

- concerning the e-learning support, the committee has made suggestions on how to improve it by adding information in the single modules and by enhancing the video framework and by adding facilities like learning analytics and personalization		

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C. Higher Education Institution academic representatives

Name	Position	Signature
Eliana Stavrou	Academic Coordinator of the Postgraduate Programme in Computer and Network Security	
Vaios Liapis	Vice Rector, Chairman of the Internal Quality Assurance Committee	
Yannis Manolopoulos	Professor & Dean of the Faculty of Pure and Applied Sciences, Member of the Internal Quality Assurance Committee	
Georgios Deligiannakis	Associate Professor, Member of the Internal Quality Assurance Committee	
Elpidoforos Soteriades	Associate Professor, Member of the Internal Quality Assurance Committee	
Elena Gregoriou	Head of the Academic Affairs and Student Welfare Services, Member of the Internal Quality Assurance Committee	
Erato Ioanna Sarri	Coordinating Officer of the Rectorate (Quality Assurance), Member of the Internal Quality Assurance Committee	

Date: 26/09/2022

ΑΝΟΙΚΤΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΚΥΠΡΟΥ
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