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Date: 28.05.2021

External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**
Frederick University
- **Town:** Nicosia - Limassol
- **School/Faculty (if applicable):** Engineering
- **Department/ Sector:** Electrical Engineering,
Computer Engineering and Informatics
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Πληροφορική (4 χρόνια, 240 ECTS, Πτυχίο)

In English:

Computer Science (4 years, 240 ECTS, Bachelor (BSc))

- **Language(s) of instruction:** English
- **Programme's status:** Current



- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].



A. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (EEC) reviewed and examined the materials provided by the Frederick University pertaining to its four-year Computer Science program. The under evaluation four-year program is part of the Electronic Engineering, Computer Engineering & Informatics department and it runs at both the Nicosia and Limassol campus sites.

The EEC had a preliminary remote meeting on 6.5.2021 to discuss the program evaluation process and the one-day site visit held on 14.5.2021. The EEC work was facilitated by digital collaborative tools for preparing for the site visit and the writing of the evaluation report.

The EEC was presented with detailed information about the university, department and the four-year degree program. The EEC requested and received additional material including statistics, samples of work, regulations, policies, guides, reports, handbooks and presentations. During the site visit, the EEC met university, school and department leadership peers and met professors, teachers and administrators. It also met current and past students of the program.

Based on the examination and evaluation of the accreditation materials and the remote site visit, the EEC concludes that the required standards are met. The present assessment report describes how the standards are met and provides recommendations and suggestions for improving the program under evaluation.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Nik Bessis (Chair)	Professor and Head of Department of Computer Science	Edge Hill University, UK
Christina Lioma	Professor and Head of Machine Learning section, Head of Information Retrieval Lab, Department of Computer Science	University of Copenhagen, Denmark
Giuseppe Di Fatta	Professor and Head of Department of Computer Science	University of Reading, UK
Chrysovalantis Christodoulou	Student	University of Cyprus, Cyprus
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

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

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

Sub-areas

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

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *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*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

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

1.4 Information management

Standards

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

- *learning resources and student support available*
- *career paths of graduates*

- *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?*

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 content and the learning outcomes of the program are in line with the current standards and expectations in the sector.

The Programme is accredited by ECPU and complies with appropriate quality assurance policies in place at the University.

The language of instruction and all the teaching material are in English.

The program structure and courses distribution in semesters are clearly and properly identified with a coherent list of compulsory and elective courses.

The academic staff teaching the courses have the appropriate qualification, consistently with the program. Almost all faculty members hold a doctoral degree in a relevant subject. Their teaching load is consistent with the sector. The courses are taught mostly by permanent staff and only a few non-permanent staff supporting the program.

The Frederick University has appropriate internal regulations and processes for the introduction of new programs of study, their development, monitoring, evaluation and review. In particular, the Internal Quality Committee of the University is responsible to develop and to apply the Quality Assurance Policy of the University. The Department of Electrical Engineering, Computer Engineering and Informatics complies with the University quality assurance policy. The student representatives in the Council of the Department are directly involved in this process. Anonymous student feedback is systematically collected.

Strengths

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

The program is well designed and covers most areas of computer science, from fundamental areas to many specialisation fields. In the program structure there is evidence of a particular specialisation in programming languages aimed at developing essential programming skills important for enhancing the graduate employability. This aspect was also positively indicated by the students and the alumni. This unique selling point should be protected and developed further with some program revision and updates. This aspect could also be better capitalised in the marketing of the program. The Department may also consider introducing some specialisation pathways to help communicating a stronger identity to potential applicants.

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.

Currently there is not a specific review process of the program and a strategic plan of the department is not publicly available on the department's web site.

Some aspects of the program may require a revision. In particular, two aspects can be considered by the department according to a desired strategic plan: teaching and adoption of Python should be moved to compulsory courses and an extended offer of more specific courses in the areas of Data Science and Machine Learning could be provided.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

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

Sub-areas

2.2 Process of teaching and learning and student-centred teaching methodology

2.3 Practical training

2.4 Student assessment

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

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

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 Bachelor of Science degree in Computer Science is offered over 8 semesters and awarded after completion of 240 ECTS credits. The total of 240 ECTS credits is composed of: 34 compulsory courses (177 ECTS), 8 Computer Science elective subjects (48 ECTS), and 3 free elective subjects offered by any department (15 ECTS). Practical training is a compulsory subject of the programme (6 ECTS).

The aim is to develop well-rounded graduates with skills in analytical and computational skills, oral and verbal communication, high employability, and social responsibility.

The students are given the opportunity for placement in industry.

The students are introduced to 9 programming languages over the years.

The culmination of the course is an independent Final Year Project undertaken in their final semester under the supervision of an academic staff member, where students apply the knowledge and programming skills gained during the degree programme, which is submitted as a dissertation.

The courses have adopted a plurality of teaching methods: face-to-face lectures, laboratory work, and different problem-based learning evaluation and assessment modes: mid-term and final exams, coursework, and quizzes.

Strengths

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

Despite being comprised of two campuses (Limassol and Nicosia), subjects are offered to both campuses, so that students do not have to travel to another campus.

There is a low student-staff ratio, and the students have commented that the instructors are accessible and helpful.

Project supervision consists of weekly meetings at minimum, but several students stated that they had almost daily interaction with their supervisor.

Students are offered a preparation course by the university, the summer immediately before the BSc program starts.

The course progression and the exposure to several different programming languages were appreciated by several students.

The university has been awarded the Excellence Label for Distance Learning Operations, and is planning to invest in distance learning, in relation to this degree.

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 university could consider the appointment of an external examiner for the degree programme, who ensures that examination and evaluation procedures are adhered to.

The courses should adopt a light-weight questionnaire mid-way to give lecturers immediate feedback, which can be addressed in the latter half of the course. This will complement the more weighty end-of-course questionnaire for course evaluation. Students will also see that their feedback is actively addressed during the course.

Student feedback should be aggregated (without personal information) and communicated back to the students.

The failure rate (ca. 16%) is much higher than the dropout rate (ca. 7%). The department should consider looking into the causes of this and defining a strategy for turning this around. Currently, these failure and dropout rates, combined with the relatively low number of students in the programme, compromise the sustainability of the programme.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2	Process of teaching and learning and student-centred teaching methodology	Partially Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

3. Teaching staff (ESG 1.5)

Sub-areas

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

3.1 Teaching staff recruitment and development

Standards

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

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

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

Findings

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

The EEC considered the submitted documentation and met with staff to understand the clarity and fairness of the approach on how the university recruits, appoints, inducts and supports academic staff in delivering high quality teaching, research and student experience. Based on these, the recruitment and selection procedure seems to be fair and clear. Newly appointed staff have to undergo a probation process, while all other staff have to undergo an annual performance evaluation review. There are clear criteria for different teaching ranks (professor, associate professor etc) and clear guidelines for progression and promotion.

There are some central procedures to support staff induction and staff development. However, these are not systematically structured and there is no training activity menu. Another shortcoming is that new academic staff are

not always assigned a mentor. On the positive side, the EEC has found that the university is supporting its staff undertake research and publish their research findings. Support was in both financial and time allowance terms.

There are currently 12 tenured academic staff involved in the program delivery. Out of the 12, 2 are full professors, 4 are associate, 5 are assistant and 1 is a special teaching staff. Additionally, there are 3 staff who also work in other departments. All faculty staff have a PhD.

The CVs of existing staff demonstrate very good evidence of appointed academic staff having prior and relevant teaching and research experience in other higher education institutions. Research expertise and publication records are relevant and consistent to the program of study.

There is a student survey which gathers student feedback which is being used for staff evaluation purposes but not used as part of the annual program of study review and self-assessment. There are no teaching and observation peer review procedures.

As a whole the teaching staff is highly commended by the students.

Strengths

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

The staffing base and the low number of students have contributed to an excellent Student-Staff Ratio (SSR) that is less than 10. Staff expertise is consistent with the program of study and it seems that they receive appropriate support to undertake research.

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 has identified lack of training support and therefore, it recommends the development of systematic central support menu with regards to staff induction, mentoring and further development. The EEC has also realised that there are no procedures for staff peer review and therefore it recommends for the development and implementation of a relevant procedure.

Finally, the EEC recommends that student aggregated feedback following the course evaluation survey to be used in the program review procedures.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3	Teaching staff recruitment and development	Partially Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant

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

Sub-areas

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

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*

- *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

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

You may also consider the following questions:

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

Findings

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

Appropriate admission requirements are in place and clearly communicated. All applicants must take a test in Mathematics and English before their enrolment. Failing the test requires an enrolment with a probation status with the requirement to attend foundation courses. This is an excellent practice to help improving the quality and the homogeneity of the student cohort. The medium of instruction is English and a proficiency certificate is the minimum language requirement.

There are appropriate plans to support student progression and attainment. Academic advisors and tutors are available to support and monitor student progression. The grading and degree classification systems are comparable to other national and international Higher Education Institutions.

Students' progress given the learning outcomes is continuously monitored with exams, tests, projects, practical assignments. Students receive constructive feedback on their progress in both courses and practical project work.

There are not many female students. The gender gap is a general and important issue to be addressed. This can be achieved, for example, with a targeted marketing campaign.

The Department monitors the student performance and wellbeing and supportive services are in place. A drop out rate of 16% was reported: this is sufficiently close to a physiological rate of 10% considering also the absolute numbers.

Strengths

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

The admission test in Mathematics and English before enrolment is an excellent and effective practice. This provides the opportunity to deploy specific academic support to the students who can benefit from it.

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 formal feedback on assessed coursework and assignments should be consistently provided in all modules.

The EEC recommends the development of an action plan to help increasing the number of applicants and of enrolled students over the next years. Some initiatives could be devised to help attracting more female applicants. Some specialisation fields of Computer Science could be more attractive for female applicants. The Department may look into which specific areas of specialisation could be highlighted for this purpose.

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

Sub-area	<i>Non-compliant/ Partially Compliant/Compliant</i>
4 Student admission, processes and criteria	Compliant
4.2 Student progression	Compliant
4.3 Student recognition	Compliant
4.4 Student certification	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

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

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

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

- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

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

Students are offered adequate and readily accessible teaching and learning resources, physically (on both campuses) and online. These resources support the study programme, are scalable to changing circumstances, and fit for purpose.

The modes of teaching and learning seem flexible and student-centered. Students seem to be informed about the above resources.

There is sufficient evidence of human support, in the form of student advisors, student counselling, and student affairs, e.g. for recruitment, internships, student exchange, psychological support, student complaints, and so on. These human resources are adequate to support the study programme, fit for purpose, and scalable to changing circumstances. Mobility within and across higher education is supported. Students are informed about the above resources.

Strengths

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

There seems to be plenty of personal contact and support to the students.

Most student services are offered in both campuses. For those that are not, the relevant staff travels to the other campus and students are informed in advance, so that they can book appointments.

Physical facilities are well maintained and recently refurbished, according to students. Students are offered access to several major online academic subscriptions within computer science. The library is actively trying to engage students in making use of its resources.

Both administrative and teaching staff seem flexible, approachable, and willing to help.

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 rate of female students is very low. There is no strategy for attracting more female students to the programme. The department should define and implement such a strategy.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

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

6.1 Selection criteria and requirements

Standards

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

6.2 Proposal and dissertation

Standards

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

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*

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

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *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		<i>Non-compliant/ Partially Compliant/Compliant</i>
6	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

D. Conclusions and final remarks

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

The EEC reviewed and examined the materials provided by the Frederick University pertaining to its four-year Computer Science program which runs at both the Nicosia and Limassol campus sites. The one-day site visit was held on 14.5.2021.

The EEC was presented with detailed information about the four-year degree program. During the site visit, the EEC met university, school and department leadership peers and met professors, teachers and administrators. It also met current and past students of the program.

Based on the examination and evaluation of the accreditation materials and the remote site visit, the EEC concludes that the required standards are met.

The EEC identified the following key strengths:

- In the program structure there is evidence of a particular specialisation in programming languages aimed at developing essential programming skills important for enhancing the graduate employability.
- Courses and services are offered to both campuses, so that students do not have to travel to another campus.
- Excellent student-staff ratio, and the students have commented that the instructors are accessible and helpful.
- Students are offered a preparation course by the university, the summer immediately before the BSc program starts.


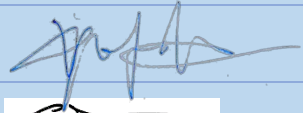


The EEC also identified a number of key areas for improvement and therefore, the following recommendations are made:

- The program review process lacks vision and a strategic direction towards current thematic areas, for example Data Science and AI.



- Student feedback should be aggregated (without personal information) and communicated back to the students. These aggregated results should also be used for the program's annual review process.
- The failure rate is much higher than the dropout rate and the team requires defining a strategy for addressing these issues.
- The development of a systematic central support menu with regards to staff induction, mentoring and further development including the implementation of teaching staff peer observation procedure.
- The development of an action plan to help increasing the number of applicants and of enrolled students over the next few years.
- The development of an action plan could be devised to help increase the numbers of female students and staff.

E. Signatures of the EEC

Name	Signature
Nik Bessis (Chair)	
Christina Lioma	
Giuseppe Di Fatta	
Chrysovalantis Christodoulou	
Click to enter Name	
Click to enter Name	

Date: 28.05.2021