Doc. 300.1.1

Date: 01/10/2021

External Evaluation Report

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

- **Higher Education Institution:**
  University of Central Lancashire Cyprus

- **Town:** Larnaca

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

- **Department/ Sector:** Department/Sector

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

  In Greek:

  Programme Name

  In English:

  Computer Engineering (4 academic years, 240 ECTS, Bachelor)

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

- **Programme's status:** New

- **Concentrations (if any):**

  In Greek: Concentrations

In English: Concentrations

A. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (EEC) reviewed and examined the materials provided by the University of Central Lancashire Cyprus pertaining to the proposed program Computer Engineering (4 academic years, 240 ECTS, Bachelor). The program is part of the School of Sciences and is a double-awarded degree: a degree from UCLan Cyprus and a degree from UCLan UK.

The EEC had a preliminary remote meeting on 17.9.2021 to discuss the program evaluation process and the one-day site visit held on 22.9.2021. 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, school and the four-year degree program. During the site visit, the EEC met representatives of the university and the school, the department leadership team, professors, teachers and administrators, students and alumni.

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)

Name	Position	University
Prof. Giuseppe Di Fatta	Professor, Department of Computer Science	University of Reading, United Kingdom
Prof. Christina Lioma	Professor and Head of Machine Learning section, Head of Information Retrieval Lab, Department of Computer Science	University of Copenhagen, Denmark
Dr. Daniel Rodriguez	Associate Professor, Department of Computer Science	University of Alcala, Spain
Dr. Andreas Kyprianou	Professional member	Scientific Technical Chamber of Cyprus (ETEK), Cyprus
Mr. Phivos Hadjilarcou	Student	University of Cyprus, Cyprus

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?*

ΔΙΠΑΕ CYQAA

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

eqar//// enqa.

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 general quality assurance adheres to the standards of the department / school and are followed for the program with a clear governance structure. There is an internal quality monitoring program.

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

The program structure and the distribution of courses 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. All permanent 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.

UCLAN Cyprus 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 School of Sciences complies with the university quality assurance policy.

The program is in line with the ETEK requirements for registration.

Strengths

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

The programme is well-structured and offers a good level of specialisation for the current job market.

As the student cohort is relatively small with a high staff to student ratio, students are individually followed and advised.

There is adequate information on the various indicators for the program.

There are policies for IP protection of work done by students.

There is the possibility of exchange and short courses between UCLan UK and UCLan Cyprus.

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 program may benefit from some more optional modules such as databases, compilers, etc., to enable students to design/code/implement/integrate systems. In addition, the place of algorithms and data structures in the

program should be considered carefully, given that these topics are foundational within computing. The stream of courses on computer programming and the programming languages covered by the program should be revised.

Admission criteria are not explicitly indicated in the website information, but this being a small program admission is currently easy to handle by individual guidance. A strategic plan of the department is not publicly available on the department's website.

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

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

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

eqar//// enqa.

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 process of teaching and learning supports individual and social development of the students.

The modes of delivery of teaching and learning are appropriate, in line with international standards and are suitable to achieve the expected learning outcomes.

There is good evidence that excellent guidance and support from the teachers are in place.

Appropriate procedures for receiving student feedback and for dealing with students' complaints are in place.

The EEC panel met some students and alumni. They were particularly satisfied and pleased with their studies. A number of students expressed mostly positive aspects of their bachelor degree and only a few negative aspects were pointed out.

There is a low student-staff ratio and the students have commented that the instructors are accessible and helpful. A shared positive view was the assistance and good communication students have had with the teaching staff especially during covid restrictions. The students have expressed their gratitude towards the availability of the academic staff as they got quick responses and everyone was open at all times to communication. When there was a space for improvement the professors were always there to assist and provide extra support.

Assignments and homework were considered to be helpful for the students to enhance their skills and knowledge.

Another positive interpretation of the students was the wide range of employment opportunities through internships, practical sessions, seminars and workshops.

In contrast, some of the disadvantages that have emerged were mostly due to covid restrictions. Some students did not prefer online lectures because they were easily distracted and it caused inconvenience for their academic progress. Similarly, they could not access the lab due to the restrictions and thus made them stay behind on practical courses. Lastly, only online communication and the lack of regular face-to-face interaction was seen as a limitation that sometimes caused confusion in some students.

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

The students are given the opportunity for placement in industry. The internship program and the integration of external speakers in the program is effective and well appreciated by the students.

The link between CS and EE within the School is strategically exploited to deliver a program with a clear specialisation to achieve the intended learning outcomes and meet the needs of the stakeholders and job market.

Students are mostly satisfied with their academic studies, the professors and the staff. The communication level is proven to be great.

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.

Explicit effort can be made to monitor and ensure that assessment is consistent across the courses.

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

Some restrictions due to covid could be addressed in order for everyone to feel that they have not stayed behind in their 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	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 undergo a probation process, and all staff are subject to an annual performance evaluation review. Processes and guidelines for progression and promotion are in place.

One of the main criteria for recruiting faculty staff is their research quality. In addition, faculty (and even non-faculty) staff are offered a program of professional development in didactics.

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.

Faculty staff must have obtained a PhD in the area of their teaching or a closely related area. This is adequate for achieving the objectives and planned learning outcomes of the study programme and to ensure quality in teaching. A small number of instructors without a PhD are also employed to teach in the programme.

The allocation of hours to teaching and research is healthy, balanced, and promotes professional growth of the faculty.

Promotion of faculty staff takes into account the quality of their teaching, research activity, and societal outreach.

A plan to appoint new staff to support the expected growth of the student cohort due to the program is in place.

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

The teaching staff is highly commended by the students for the quality of their teaching and for the level of support they offer.

The majority of the faculty staff are research-active and there is evidence of an excellent relation between staff and students.

Faculty staff collaborate in the fields of teaching and research within the university and with partners outside.

The use of new technologies is encouraged in teaching.

The gender balance among teaching staff is healthy.

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.

None

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

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

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

eqar//// enqa.

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*

<div style="border:1px solid black; padding:1em;">

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?*

</div>

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.

There is evidence that students receive appropriate certificates and recognition upon completion of the program, as well as that the program adheres to various national and international standards.

The EEC also observed that student progress in the degree program is adequately tracked and assisted by exams and other forms of assessment so that students can progress in their studies from year to year. Academic advisors and tutors are available to support and monitor student progression and attainment.

The EEC observed that there are clear policies and procedures supporting students' feedback.

Admission criteria and requirements can range to suit different educational backgrounds and access qualifications.

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

The EEC observed a high level of satisfaction among students about the program of study and the support they receive (e.g., employment opportunities after graduation) based on students' feedback during this evaluation

process. Overall, the impression is that students acquire knowledge, progress with flexibility in their studies, and develop critical thinking.

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.

It may be advantageous to actively promote and advertise the positive values and high potential of this program to prospective students (e.g., through secondary school promotion) and to the relevant stakeholders, in order to attract them.

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

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

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

eqar//// enqa.

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. These resources are fit for purpose and support the study program.

The modes of teaching and learning are heterogeneous, flexible and student-centered. Students seem to be informed about the available 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 program.

Physical facilities (labs and lecture rooms) are well equipped, well maintained and in pristine conditions.

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

Excellent resources and facilities are available for the program.

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 in this field is very low. A proactive strategy for attracting female students to the program should be defined and implemented.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

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

> **Sub-areas**
>
> **6.1 Selection criteria and requirements**
> **6.2 Proposal and dissertation**
> **6.3 Supervision and committees**

6.1 Selection criteria and requirements

Standards

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

6.2 Proposal and dissertation

Standards

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

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*

> - *reports per semester and feedback from supervisors*
> - *support for writing research papers*
> - *participation in conferences*
> - *The number of doctoral students that each chairperson supervises at the same time are determined.*
>
> *You may also consider the following questions:*
>
> - *How is the scientific quality of the PhD thesis ensured?*
> - *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
> - *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.

NA

Strengths

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

NA

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.

NA

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	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

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 panel reviewed and examined the materials provided by UCLan Cyprus pertaining to its four-year Computer Engineering program. The one-day site visit was held on 22.09.2021.

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

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 a number of key strengths that make the program likely to succeed in attracting applicants and to provide valuable graduates to the industry of the sector.

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

·   The place of the course on algorithms and data structures should be considered carefully.
·   Admission criteria should be explicitly indicated in the website information.
·   A strategic plan of the school should be publicly available on the website.
·   Student feedback should be aggregated (without personal information) and communicated back to the students.
·   A strategy for attracting female students to the program should be defined and implemented.

E. Signatures of the EEC

Name	*Signature*
Prof. Giuseppe Di Fatta	
Prof. Christina Lioma	
Dr. Daniel Rodriguez	
Dr. Andreas Kyprianou	
Mr. Phivos Hadjilarcou	
Click to enter Name	
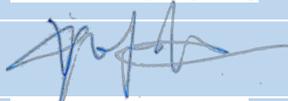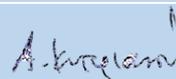
Date: 01/10/2021