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Date: 24/06/2020

# External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

- **Higher Education Institution:**  
**PHILIPS UNIVERSITY**
- **Town:** NICOSIA
- **School/Faculty:** LANGUAGE SCIENCES AND COMMUNICATION
- **Department:** COMPUTER SCIENCE
- **Programme(s) of study - Name (Duration, ECTS, Cycle)**  
**Programme 1 – BSC SCOMPUTING AND INFORMATION TECHNOLOGY**  
**In Greek:**  
**In English:**  
BSC SCOMPUTING AND INFORMATION TECHNOLOGY (4 years full-time, 240 ECTS)  
**Language(s) of instruction:** ENGLISH  
**Programme 2 – [Title 2]**  
**Programme 3 – [Title 3]**



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.*

Due to covid-19 pandemic, the whole evaluation took place remotely and online. The site visit at the Philips University in Nicosia took place on June 24, 2020. The External Evaluation Committee (EEC) met on the 23<sup>rd</sup> of June to discuss the external assessment of the proposed BSc Computing and Information Technology at Philips University. During the site visit, the EEC was accompanied by Natasa Kazakaïou, the Agency of Quality Assurance and Accreditation in Higher Education representative.

During the site visit, the EEC met and had a series of constructive discussions with members of the governing board of the University and also with members of the teaching and administration staff who assisted in the presentation of the proposed program of studies. In particular, the EEC met with Mr Philippos Constantinou (President), Prof Dimitrios Natsopoulos (Rector), Prof Constantina Shiakallis (Vice Rector of Academic Affairs), Prof John Yfantopoulos (Research Co-ordinator), Prof Andreas Hadjis (Dean of School), Prof Emmanuel Yiannakoudakis (Department Chair), Mr Soteris Constantinou (IT Specialist), Prof Avgousta Kyriakidou-Zacharoudiou (Program Co-ordinator), Dr Anastasios Kouzalis (Director of HR), Dr Eleni Chrysostomidou (Director of International Relations/ Admissions Officer), Marita Teesdale (Student Affairs), Ms Christina Palikaropoulou (Student Rep), Mr Nondas Metaxas (Ex Chief-Executive Director of the Cyprus Stock Exchange) and Mr John Koutkoudakis (CFO of the EpsilonNet) amongst other participants. The EEC received a series of presentations about the university's, school's and department's vision and ambition and also about the structure, the teaching and research environment of the program under evaluation. A video tour of the campus and a presentation about its resources and facilities were also provided.

During the evaluation process, the EEC had access to: a copy of the 200.1 Application for Evaluation – Accreditation – New Program of Study document and a copy of the 300.1 Application for Departmental Evaluation – New Department document. The following supplementary documents were received upon the EEC request: Annual Performance Evaluation System, Monitoring Review, Self-Assessment, Tables Academic Staff and Mentoring, The Philips University School Advisory Board, Sample of Overall Teaching Learning and Assessment Approach, IT Computer Labs presentation, Proposed New School Name, Course Evaluation Questionnaire.

Philips University provided a comprehensive documentation of the program. The EEC considered all aspects of the submitted documentation and the site visit discussions. The EEC would like to acknowledge the organizational arrangements.



## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>NIK BESSIS (CHAIR)</b>	PROFESSOR AND HEAD OF DEPARTMENT OF COMPUTER SCIENCE	EDGE HILL UNIVERSITY
<b>PETER TRIANTAFILLOU</b>	PROFESSOR AND HEAD OF DATA SCIENCE THEME	UNIVERSITY OF WARWICK
<b>PHILIPPE BONNET</b>	PROFESSOR	IT UNIVERSITY OF COPENHAGEN
<b>VALENTINOS PARIZA</b>	STUDENT	UNIVERSITY OF 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 each 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.*

### **Findings for BSC SCOMPUTING AND INFORMATION TECHNOLOGY**

Concerning the overall Policy for Quality Assurance, Public Information, and Information Management, the EEC finds that processes, structures, and information to be gathered and made publicly available are all in compliance with international norms and expectations. The Quality Assurance processes are in line with international standards. KPIs largely cover a broad array of issues which will be useful for future monitoring and evaluation.

Overall, the program structure and design follow established international principles; particularly it is largely informed by the ACM curriculum. The program structure and design bear some weaknesses, which render them only partially compliant, as detailed below.

The onsite visit revealed that the program's salient feature is supposed to be its focus on Business Management. Indeed, in the Chair's presentation, similar programs from around the world were mentioned. However, all these programs had the word 'Business' in their titles, which the program under evaluation does not. This creates a confusion with respect to the program's identity.

Another key central issue lacking from the documentation and the interaction between the EEC and the department, was the lack of a clear plan for growth in terms of students, faculty members, research and research income, resources, etc. A detailed list of milestones, indicating how the programme is expected to grow in each of the above areas, by which times, etc is required.

## **Strengths**

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

### **Strengths for BSC SCOMPUTING AND INFORMATION TECHNOLOGY**

The program structure and design is informed by the ACM curriculum.

The Quality Assurance processes are in line with international standards.

## **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.*

### **Areas of improvement and recommendations for BSC SCOMPUTING AND INFORMATION TECHNOLOGY**

A growth plan is needed for the program.

The identity of the program should be aligned with its actual content and marketed accordingly.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		BSC SCOMPUTI NG AND INFORMAT ION TECHNOLO GY	[Title 2]	[Title 3]
1.1	Policy for quality assurance	Partially compliant	Choose answer	Choose answer
1.2	Design, approval, on-going monitoring and review	Partially compliant	Choose answer	Choose answer
1.3	Public information	Partially compliant	Choose answer	Choose answer
1.4	Information management	Partially compliant	Choose answer	Choose answer

## 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 and 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.*

### **Findings for BSC SCOMPUTING AND INFORMATION TECHNOLOGY**

The proposed plans for the BSc program are based on a classical mix of lectures and exercises, with case studies, group assignments and individual projects. The EEC finds evidence of a will to take into the account the learning profile of individual students, but there are no plans to systematically introduce varied modes of delivery or varied pedagogical methods.

The program is based on a high number of courses and few projects. This is not conducive to student-centered learning.

The program plans to use a state-of-the-art learning management system. Procedures are defined for dealing with students' complaints, but they do not protect the plaintive.

Efforts have been made to interconnect theoretical and practical learning, through case studies and projects in collaboration with external partners. Assessment procedures are defined. However, the range of assessment is narrow. Course descriptions contain criteria for and method of assessment. There is no evidence that assessments are carried out by more than one examiner. The regulation for assessment includes compensation measures.

There are measures defined to address academic misconduct. A formal procedure for student appeals is defined.

## **Strengths**

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

### **Strengths for BSC SCOMPUTING AND INFORMATION TECHNOLOGY**

Intended learning outcomes are defined for each course

Clear procedures are defined for student appeals and complaints as well as potential academic misconduct.

## **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.*

### **Areas of improvement and recommendations for BSC SCOMPUTING AND INFORMATION TECHNOLOGY**

The EEC recommends more than one examiner per course assessment.

The EEC recommends a broader range of assessment methods.

**It is recommended that the department considers more than one examiner per course assessment.**

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>BSC SCOMPUTI NG AND INFORMAT ION TECHNOLO GY</i>	[Title 2]	[Title 3]
<b>2.1</b>	Process of teaching and learning and student-centred teaching methodology	Partially compliant	Choose answer	Choose answer
<b>2.2</b>	Practical training	Partially compliant	Choose answer	Choose answer
<b>2.3</b>	Student assessment	Partially compliant	Choose answer	Choose answer

### 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.*

#### **Findings for BSC SCOMPUTING AND INFORMATION TECHNOLOGY**

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 intends to support academic staff in delivering high quality teaching, research and student experience.

The recruitment and selection procedure has been described in a robust manner and it is fair and clear. At the first year of appointment, staff have to undergo a robust probation process, while all staff during the employment period have to undergo an annual performance evaluation review which, as a whole, is considered of a good standard practice. New academic staff are assigned a mentor. There are clear criteria for different teaching ranks (professor, associate professor etc) and clear guidelines for progression and promotion.

The University has no central procedures to support staff induction and staff development, these are left to the discretion of the departments. The EEC felt that there should be a central policy to guide departments in the implementation.

The CVs of existing staff demonstrate sufficient evidence of appointed academic staff having prior and relevant teaching and research experience in higher education institutions and are members of professional organizations. Research expertise and publication records are relevant to the program of study.



There are currently 15 academic staff in which 6 of them are visiting professors. The ranking spread is appropriate. The staffing base seems appropriate to deliver the program of study at the first year of operation. Teaching workloads will be increased due to the range of subject specific courses that have to be delivered over the 4-year time period. The latter together with the ratio of visiting/permanent staff suggest that there is a need for improving the ratio of subject specific dedicated critical mass of academic staff. The high ratio, even within the acceptable limits, of visiting staff that is affiliated with other institutions will cause an identity loss in representing the proposed program of study.

There is a student survey which gathers student feedback and the intention is to use it as part of the self-assessment.

**Strengths**

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

**Strengths for BSC SCOMPUTING AND INFORMATION TECHNOLOGY**

Staff expertise and relevance to the proposed 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.*

**Areas of improvement and recommendations for BSC SCOMPUTING AND INFORMATION TECHNOLOGY**

Lack of central support with regards to staff induction and staff development.

High ratio (within the acceptable limit) of dedicated staffing base (visiting/permanent staff) will cause identity loss within the department.

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

Sub-area	<b>Non-compliant/ Partially Compliant/Compliant</b>		
	BSC SCOMPUTI NG AND INFORMAT ION TECHNOLO GY	[Title 2]	[Title 3]



<b>3.1</b>	Teaching staff recruitment and development	Compliant	Choose answer	Choose answer
<b>3.2</b>	Teaching staff number and status	Partially compliant	Choose answer	Choose answer
<b>3.3</b>	Synergies of teaching and research	Partially compliant	Choose answer	Choose answer

#### 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.*

##### Findings for BSC SCOMPUTING AND INFORMATION TECHNOLOGY

The EEC felt that the admissions procedure contains robust and credible plans for the recruitment of students from autumn 2020. Entry requirements can range to suit different educational backgrounds and access qualifications. All applicants must undergo an interview and a placement test. The medium of instruction is English and a proficiency certificate is the minimum language requirement. The projected intake of 50 students during the first year seems ambitious especially for a program which its details have not been marketed and are not available online. The department does not have a risk assessment plan in case the first year of intake is less than the 25 threshold.

There are clear plans supporting student progression and achievement of student outcomes. The grading and degree classification systems are comparable to other national and international institutions. Academic advisors and enhancement tutors will be available to support and monitor student progression and achievement. Monitor Reviewing Indicators about progression at both course and program levels are to be analyzed and monitored through a structured and annually produced self-assessment monitoring report. However, it is unclear how progression is monitored at an individual student level (learning agreement form). The intended degree is not an Honours degree and there are no exit awards such as a diploma or certificate for those students who underachieve the 240 ECTS threshold or those who want to leave for personal reasons. The EEC felt that this is not a standard practice.

The university' academic regulations are available but a student program handbook was unavailable. The expectation is that these information will be available and discussed during the induction week.

**Strengths**

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

**Strengths for BSC COMPUTING AND INFORMATION TECHNOLOGY**

Range of entry requirements to suit different educational backgrounds.

**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.*

**Areas of improvement and recommendations for BSC COMPUTING AND INFORMATION TECHNOLOGY**

Lack of offering a Diploma and a Certificate as exit awards.

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

Sub-area		<b>Non-compliant/ Partially Compliant/Compliant</b>		
		BSC SCOMPUTI NG AND INFORMAT ION TECHNOLO GY	[Title 2]	[Title 3]
<b>4.1</b>	Student admission, processes and criteria	Compliant	Choose answer	Choose answer
<b>4.2</b>	Student progression	Compliant	Choose answer	Choose answer
<b>4.3</b>	Student recognition	Partially compliant	Choose answer	Choose answer



4.4	Student certification	Partially compliant	Choose answer	Choose answer
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## 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.*

### **Findings for BSC SCOMPUTING AND INFORMATION TECHNOLOGY**

The EEC felt that facilities, learning resources and student support services are very good and demonstrably linked to the intended delivery of the new higher education program in autumn 2020.

Apart from access to books and physical resources, the supportive material is to be made available through Moodle VLE which increases the availability and accessibility of the content of the programme under evaluation. There is a dedicated library which provides digital access to subject specific resources. Services are available through partnerships with other universities in Cyprus and Greece. The university is a member of CyNet. There are three IT Labs with the total capacity of 75 workstations creating an appropriate equipped environment. Four additional IT Labs (Windows, Linux, Raspberry PI and Arduino, virtual) are in progress. There is a sufficient range of software resources including MS Teams, MS Visio, MS Project, Office 365, Visual Paradigm, MongoDB, Oracle, Matlab, Axure RP, Visual Studio, XAMPP, Android Studio, PhoneGap, Tableau, MatPlotLib, Pandas, PyTorch, Anaconda and Colab.

The University has a number of welfare policies and mechanisms and intends to ensure that all students receive effective support, appropriate to their individual needs. This is to be provided through academic advisors, enhancement tutors and personal tutors providing personal, professional & academic support to students. A range of support services include the careers service, the counselling service, the disability and dyslexia service.

The University also offers a number of scholarships (entrance, sports, family, deans and enterprise scholarships) in the means of financial support.

## **Strengths**

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

### **Strengths for BSC SCOMPUTING AND INFORMATION TECHNOLOGY**

Range of software resources available.

## **Areas of improvement and recommendations**

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

### **Areas of improvement and recommendations for BSC SCOMPUTING AND INFORMATION TECHNOLOGY**

The EEC suggests completion of the additional four labs within the next two or three years.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>BSC SCOMPUTI NG AND INFORMAT ION TECHNOLO GY</i>	[Title 2]	[Title 3]
<b>5.1</b>	Teaching and Learning resources	Compliant	Choose answer	Choose answer
<b>5.2</b>	Physical resources	Compliant	Choose answer	Choose answer
<b>5.3</b>	Human support resources	Compliant	Choose answer	Choose answer
<b>5.4</b>	Student support	Compliant	Choose answer	Choose answer

## 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-areas		<i>Non-compliant/ Partially Compliant/Compliant</i>
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 each programme of study under review may be achieved, with emphasis on the correspondence with the EQF.*

The EEC has found a number of strengths, few of them are:

- The program structure and design is informed by the ACM curriculum
- The quality assurance processes are in line with international standards
- The student appeals and complaints as well as the academic misconduct procedures are clearly defined
- The staff expertise is relevant to the proposed program
- There is a range of student entry requirements to suit different educational backgrounds
- The range of software and IT resources available

The EEC has also found a number of areas for improvement, which require addressing, few of higher importance are:

- A growth plan for the program is needed
- The identity of the program should be aligned with its actual content and marketed accordingly
- More than one examiner per course assessment is recommended
- A broader range of assessment methods is recommended
- Central support with regards to staff induction and staff development is required
- Maintain an acceptable staff/student ratio
- Consideration for offering a Diploma and a Certificate as exit awards



**E. Signatures of the EEC**

<i>Name</i>	<i>Signature</i>
<b>NIK BESSIS (CHAIR)</b>	
<b>PETER TRIANTAFILLOU</b>	
<b>PHILIPPE BONNET</b>	
<b>VALENTINOS PARIZA</b>	
Click to enter Name	
Click to enter Name	

**Date:** 24/06/2020

