



Doc. 300.3.1/1

Date: 28/07/2020

External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

- **Higher Education Institution:**
EUROPEAN UNIVERSITY CYPRUS
- **Town:** NICOSIA
- **School/Faculty:** SCIENCES
- **Department:** COMPUTER SCIENCE AND ENGINEERING
- **Programme(s) of study - Name (Duration, ECTS, Cycle)**
Programme 1 – BSC SCOMPUTING AND INFORMATION TECHNOLOGY
In Greek:

In English:
Programme Name COMPUTER SCIENCE (4 YEARS FT, 240 ECTS, BSc)
Language(s) of instruction: ENGLISH
Programme 2 – COMPUTER SCIENCE (18 MONTHS FT, 90 ECTS, MSc)

Programme 3 – COMPUTER SCIENCE (3 YEARS FT, 180 ECTS, PhD)



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 European University Cyprus in Nicosia took place on July 28, 2020. During the site visit, the EEC was accompanied by Natasa Kazakaïou, the Agency of Quality Assurance and Accreditation in Higher Education representative. The External Evaluation Committee (EEC) met with the agency representative on the 27th of July to discuss the external assessment of the BSc, MSc and PhD Computer Science programs at European University Cyprus.

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 programs of studies. In particular, the EEC met with L Symeou (Vice Rector of Academic Affairs), A Efstathiou (Vice Rector of Research and External Affairs), P Papagiorgis (Dean), V Gkretsi (Internal Quality Assurance Committee), P Chourides (Internal Quality Assurance Committee), M Appiou Nikiforou (Chair), V Papadopoulou (Program Coordinator), K Papanikolaou (Program Coordinator), I Michos (Assistant Professor), A Grondoudis (Assistant Professor), G Hadjichristofi (Associate Professor), D Hadjiloucas (Associate Professor), K Katzis (Associate Professor), G Christou (Associate Professor), C Dimopoulos (Associate Professor), Y Danidou (Lecturer), P Leng Cheng (Lecturer), F Theodorou (Administrator), G Kalfas (Student Rep), M Kourtelis (Student), A Christou (Student), O Pavlou (Student), C Chrysostomou (Student), C Ioannou (Cosine), Ken Karantonis (Hellas-Sat), Constantinos Loizou (SK EMBIODIAGNOSTICS) amongst other participants. The EEC received a series of presentations about the university's and department's vision and ambition and also about the structure, the teaching and research environment of the programs under evaluation. A video tour of the campus 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 – BSc, MSc and PhD Programs of Study documents (three in total) and a copy of the 300.1 Application for Departmental Evaluation document. The following supplementary documents were received upon the EEC request: University, Department and each under evaluation program of studies presentations, Employability survey, Progression and completion data, Student feedback satisfaction, Samples of coursework, Survey on learning experience, Software list, Application data, Women-men admissions and graduations data and finally, details for a project promoting female start-ups in STEM.

The European University Cyprus provided a comprehensive documentation. 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>
NIK BESSIS (CHAIR)	PROFESSOR AND HEAD OF DEPARTMENT OF COMPUTER SCIENCE	EDGE HILL UNIVERSITY
ANASTASIA AILAMAKI	PROFESSOR	SWISS FEDERAL INSTITUTE OF TECHNOLOGY IN LAUSANNE
PETER TRIANTAFILLOU	PROFESSOR AND HEAD OF DATA SCIENCE THEME	UNIVERSITY OF WARWICK
VALENTINOS PARIZA	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:*
 - sub-areas*
 - standards which are relevant to the European Standards and Guidelines (ESG)*
 - 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 Computer Science, BSc

The undergraduate program is well structured. It follows well-established principles and reflects best practice, as found in prestigious Universities internationally.

Findings for Computer Science, MSc

The MSc program follows a “foundations” course principle. It serves its role well and its structure and content is intended for non-CS majors. Its purpose is to equip non-CS majors with the latest knowhow in CS, so to enable them to work in the sector.

Findings for Computer Science, PhD

The PhD program is in its infancy. The annual student intake is circa two PhD students per annum. The basic structure of the program appears reasonable.

Strengths

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

Strengths for Computer Science, BSc

The programs are informed by the ACM and IEEE curriculum suggestions. Students appear to have plenty of opportunity to undertake industrial placements. Student employability is at high levels.

Strengths for Computer Science, MSc

Serves well its purpose as a “bridge” for many non-CS majors to acquire CS expertise.

Strengths for Computer Science, PhD

There exists a series of well designed preparatory modules, helping students understand research methods and acquire backgrounds in the research areas of their selection.

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 Computer Science, BSc

The offered BSc program’s design requires more clarity and focus: Too many programs are being offered – and some of them are rather heterogeneous with relation to other programs.

There exist doubts as to whether the size of the current faculty can credibly go forward in future and deliver at high-quality sustainably.

There appears to be a rather strange focus on Robotics, which needs to be documented/explained better.

Areas of improvement and recommendations for Computer Science, MSc

Arguably it will be hard for several non-CS majors to dive into the deep concepts of the modules offered at the MSc level. The Department may wish to think of having a more gradual students exposition of the concepts covered presently in the MSc modules, for those students whose background is lacking.

Areas of improvement and recommendations for Computer Science, PhD

As mentioned, the PhD program is in its infancy, currently. The Department needs to develop a strategy for funding, supporting, attracting more PhD students in order to develop a credible PhD program. This must be accompanied with additional academic hires.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>COMPUTE R SCIENCE (4 YEARS FT, 240 ECTS, BSc)</i>	<i>COMPUTE R SCIENCE (18 MONTHS FT, 90 ECTS, MSc)</i>	<i>COMPUTE R SCIENCE (3 YEARS FT, 180 ECTS, PhD)</i>
1.1	Policy for quality assurance	Compliant	Compliant	Compliant
1.2	Design, approval, on-going monitoring and review	Partially compliant	Partially compliant	Partially compliant
1.3	Public information	Compliant	Compliant	Compliant
1.4	Information management	Compliant	Compliant	Compliant

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

Sub-areas

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

2.2 Practical training

2.3 Student assessment

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

Standards

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

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*

- *The criteria for 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 Computer Science, BSc

Teaching and assessment methods are well-defined and in line with goals and learning outcomes. Students are admitted based on transcript (BSc) plus reference letters (MSc and PhD). There are three admission deadlines a year at the PhD level which allows to control the quality of the incoming class. An admissions committee is responsible for the selection.

The students' abilities and learning needs are gauged based on their previous education and experience. Students are able to submit requests and transfer coursework from previously attended classes. Each case is handled separately at two levels.

There are courses to develop student abilities to speak and disseminate research. Students are actively involved in research and are encouraged to participate in projects from the EU and other organizations as well as industry. This is mostly true for doctorate students, although bachelor and master students also have the opportunity to work on projects at times.

The department offers a variety of modern and widely-used software platforms to develop the students' digital skills. The platforms are offered for coursework but also for research.

Teaching is mostly conducted in the traditional classroom setting. The response during the COVID-19 pandemic was impressively robust as the students report, and all the teaching carried on online without interruptions or problems. Students felt supported and their education continued as normal.

There are theoretical and practical aspects in the curriculum. The systems (practical) work is supported by sufficient software platforms with sufficient licences so that the students can implement systems projects.

There is extensive practical training with local industry. The students can apply for internships and there is enough demand to satisfy the requests. There are also collaborative projects with the industry as part of the curriculum. The students report a great experience with the practical training and are excited to work on real-world projects. They feel supported by a well-functioning academic environment.

Student research papers, projects, theses, etc is supervised and evaluated by the teaching staff and committees. The students' assessments correspond to the European Qualifications Framework (EQF). The students report that the feedback is supporting and adequate to ensure academic progress during their studies.

Findings for Computer Science, MSc

See above.

Findings for Computer Science, PhD

See above.

Strengths

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

Strengths for Computer Science, BSc

Teaching and assessment methods are well-defined and in line with goals and learning outcomes. A wealth of courses ensures development of student abilities to speak and disseminate research. The department offers a variety of modern and widely-used software platforms to develop the students' digital skills.

There is extensive practical training with local industry.

Strengths for Computer Science, MSc

See above.

Strengths for Computer Science, PhD

See above.

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 Computer Science, BSc

It would be great to look into expansion of student development and collaborative opportunities through (for example) additional Erasmus and similar agreements.

Areas of improvement and recommendations for Computer Science, MSc

See above.

Areas of improvement and recommendations for Computer Science, PhD

See above.

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	<p style="text-align: center;">Non-compliant/ Partially Compliant/Compliant</p>
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		<i>COMPUTER SCIENCE (4 YEARS FT, 240 ECTS, BSc)</i>	<i>COMPUTER SCIENCE (18 MONTHS FT, 90 ECTS, MSc)</i>	<i>COMPUTER SCIENCE (3 YEARS FT, 180 ECTS, PhD)</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant	Compliant	Compliant
2.2	Practical training	Compliant	Compliant	Compliant
2.3	Student assessment	Compliant	Compliant	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.

Findings for BSc Computer Science

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 a comprehensive annual performance evaluation review which, in principle, is considered of a good standard practice. However, the performance evaluation system as an implementation seems to be an onerous process and it might be considered as an over-detailed practice. The university acknowledged that the process needs simplification which is due to be implemented this coming academic year.

It was also clear that new academic staff teaching on taught programs are assigned a buddy but not a mentor. Again, the mentorship scheme is due to be implemented this coming academic year. There are clear criteria for different teaching ranks (professor, associate professor etc) and clear guidelines for progression and promotion.

There is a commendable staff development program.

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, 2 specialist staff and 29 visiting collaborators. The ranking spread is appropriate. The staffing base seems appropriate to deliver the programs of study. Teaching workloads is reasonable and the student/staff ratio is very competent (20:1). The high ratio, even within the acceptable limits, of visiting collaborators that is affiliated with other institutions will cause an identity loss in representing the program of study.

The EEC saw evidence of mechanisms enabling the gathering and analysis of student feedback.

Findings for MSc Computer Science

See above.

Findings for PhD Computer Science

See above.

Strengths

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

Strengths for BSc Computer Science

Staff expertise and relevance to the proposed program.

Strengths for MSc Computer Science

Staff expertise and relevance to the proposed program.

Strengths for PhD Computer Science

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 Computer Science

Simplification of the performance evaluation system.
Mentoring of newly appointed staff.

Areas of improvement and recommendations for MSc Computer Science

Simplification of the performance evaluation system.
Mentoring of newly appointed staff.

Areas of improvement and recommendations for PhD Computer Science

Simplification of the performance evaluation system.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>COMPUTER SCIENCE (4 YEARS FT, 240 ECTS, BSc)</i>	<i>COMPUTER SCIENCE (18 MONTHS FT, 90 ECTS, MSc)</i>	<i>COMPUTER SCIENCE (3 YEARS FT, 180 ECTS, PhD)</i>
3.1	Teaching staff recruitment and development	Compliant	Compliant	Compliant
3.2	Teaching staff number and status	Compliant	Compliant	Compliant
3.3	Synergies of teaching and research	Compliant	Compliant	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.

Findings for BSc Computer Science

The EEC saw evidence that the admissions procedure is robust and credible. Entry requirements can range to suit different educational backgrounds and access qualifications. All applicants must undergo an interview and a language placement test. The medium of instruction is English and a score of 550 (TOEFL) or 6.5 points (IELTS) is the minimum language requirement.

There are clear policies 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 tutors are available to support and monitor student progression and achievement.

Monitor Reviewing Indicators about progression at both course and program levels are not clear on how these are analyzed and monitored through a structured and annually produced monitoring report.

The 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.

Findings for MSc Computer Science

See above.

Findings for PhD Computer Science

In addition to the above, applicants having no Masters can embark on research studies following the successful completion of six taught elements of the home Masters degree.

Strengths

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

Strengths for BSc Computer Science

Range of entry requirements to suit different educational backgrounds.

Strengths for MSc Computer Science

Range of entry requirements to suit different educational backgrounds.

Strengths for PhD Computer Science

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 Computer Science

Lack of annual monitoring report.
Lack of offering a Diploma and a Certificate as exit awards.

Areas of improvement and recommendations for MSc Computer Science

Lack of annual monitoring report.

Areas of improvement and recommendations for PhD Computer Science

Lack of annual monitoring report.

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

Sub-area	Non-compliant/ Partially Compliant/Compliant		
		COMPUTER SCIENCE (4 YEARS FT, 240	COMPUTER SCIENCE (18 MONTHS

		<i>ECTS, BSc)</i>	<i>FT, 90 ECTS, MSc)</i>	
4.1	Student admission, processes and criteria	Compliant	Compliant	Compliant
4.2	Student progression	Partially compliant	Partially compliant	Partially compliant
4.3	Student recognition	Compliant	Compliant	Compliant
4.4	Student certification	Partially compliant	Compliant	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.

Findings for BSc Computer Science

The EEC felt that facilities, learning resources and student support services are very good and demonstrably linked to the delivery of all of the taught and research programs.

Apart from access to books and physical resources, the supportive material is 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 OpenAthens providing access to IEEE, ACM and other resource titles. There are eight IT Labs with the total capacity of 240 workstations creating an appropriate equipped environment.

A meeting with students confirmed that the University has a wide range of welfare policies and mechanisms ensuring that all students receive effective support, appropriate to their individual needs. Students commended on the excellent working relationship with staff.

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

Findings for MSc Computer Science

See above.

Findings for PhD Computer Science

See above.

Strengths

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

Strengths for BSc Computer Science

Range of resources available.

Strengths for MSc Computer Science

Range of resources available.

Strengths for PhD Computer Science

Range of 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 Computer Science

Areas of improvement and recommendations for MSc Computer Science

Areas of improvement and recommendations for PhD Computer Science

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		COMPUTER SCIENCE (4YEARS FT, 240 ECTS, BSc)	COMPUTER SCIENCE (18 MONTHS FT, 90 ECTS, MSc)	COMPUTER SCIENCE (3 YEARS FT, 180 ECTS, PhD)
5.1	Teaching and Learning resources	Compliant	Compliant	Compliant
5.2	Physical resources	Compliant	Compliant	Compliant
5.3	Human support resources	Compliant	Compliant	Compliant
5.4	Student support	Compliant	Compliant	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.

The selection and admission at the PhD level is conducted by an admissions committee. Applications are submitted three times a year and the committee makes the selection to ensure high quality.

It is still rather early to make bold statements about the quality of the research as the program is relatively young (the department admits only 2 students a year). The plan is to triple that number in 3-5 years.

The scientific quality of the thesis is ensured through committee evaluations and conference publications. The research results are also available to the society via practical work in collaboration with the industry and occasional public events organized by the department. The value of the obtained degree is high as demonstrated through the employability of the graduates.

Strengths

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

The department appears to have fit-for-purpose mechanisms in place to foster growth in focal research areas.



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.

Need to develop a strategic roadmap in order to significantly increase the critical mass of the department's research community (PhD and post-doctoral researchers).

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	Compliant
6.2	Proposal and dissertation	Compliant
6.3	Supervision and committees	Compliant

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 programs are informed by the ACM and IEEE curriculum suggestions.
- Students appear to have plenty of opportunity to undertake industrial placements.
- Student employability is at high levels.
- Teaching and assessment methods are well-defined and in line with goals and learning outcomes.
- There exists a series of well designed preparatory modules, helping students who undertake their PhD to understand research methods and acquire backgrounds in the research areas of their selection.
- There is extensive practical training with local industry.
- Staff expertise and relevance to the proposed program.
- Range of entry requirements to suit different educational backgrounds.
- Range of resources available.




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

- The offered BSc program's design requires more clarity and focus
- The Department needs to develop a strategy for funding, supporting, attracting more PhD students in order to develop a credible PhD program.
- Need to develop a strategic roadmap in order to significantly increase the critical mass of the department's research community (PhD and post-doctoral researchers).
- Simplification of the performance evaluation system.
- Mentoring of newly appointed staff.
- Lack of annual monitoring report.

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E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
NIK BESSIS (CHAIR)	
ANASTASIA AILAMAKI	
PETER TRIANTAFILLOU	
VALENTINOS PARIZA	
Click to enter Name	
Click to enter Name	

Date: 28/07/2020

