



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

eqar /// enqa.



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

eqar /// enqa.



Doc. 300.1.2

Date: 04/11/2025

Higher Education Institution's Response

- **Higher Education Institution:**
European University Cyprus programme offered as franchise at "The Nanjing University of Posts and Telecommunications"
- **Town:** Nanjing, Jiangsu Province, People's Republic of China
- **Programme of study**
Name (Duration, ECTS, Cycle)
In Greek:
«Επιστήμη Υπολογιστών» (4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο)
In English:
"Computer Science" (4 academic years, 240 ECTS, Bachelor)
- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



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



eqar /// enqa.

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].



A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report without any interference in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*



1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>1. While the EEC recognises that revising an accredited programme is subject to strict constraints and rules, and therefore is perceived as a herculean (and/or overly bureaucratic) task, the EEC nonetheless observes that the field of computer science moves so rapidly that agility is needed to maintain a programme such that it equips its graduates with the skills that employers are needing (and — of significant importance — therefore also maintaining the programme economically profitable to offer). To this end, while the EEC recognises that the department has recently revised and refreshed the entire programme, the EEC recommends that the department “aggressively” implements the processes that it has laid out in the department handbook for reviewing and revising each course — and annually profits from the ability granted by the accreditation authorities to refresh up to a certain percentage of the syllabi of the courses.</p>	<p>We thank the EEC for this important observation and fully acknowledge the need for agility in Computer Science education. We would like to clarify that, while our programme is accredited for a five-year cycle and the core syllabi cannot be substantially modified during this period as per CY.Q.A.A.’s guidelines, the Department actively implements continuous improvement measures within the permissible framework (as described in the DCSE Faculty Handbook Annex I). In this way we ensure academic agility through pedagogical innovation, industry, engagement and continuous improvement of learning outcomes.</p> <p>Specifically:</p> <ul style="list-style-type: none"> • The programme includes elective modules and flexible teaching components, where emerging trends and technologies are incorporated annually. • Course delivery is dynamically updated through new case studies, tools, programming environments, lab improvements, industry-driven assignments, ensuring that students are exposed to current technological developments without altering the formally accredited syllabus. 	<p>Choose level of compliance:</p>
<p>2. Further, making student evaluation forms mandatory and establishing</p>	<p>We recognise the value of enhancing student engagement and transparency through mandatory student evaluation</p>	<p>Choose level of compliance:</p>



<p>stronger feedback loops would significantly enhance student engagement and transparency.</p>	<p>forms and stronger feedback loops. As such, the Department fully supports this recommendation and has formally proposed the implementation of these measures, in alignment with university-wide policies and procedures. Even though, as in most universities, student feedback does not reach 100% student participation. Local universities face these realities as such. However, given the new educational Chinese content where structural and institutional guidelines are considered more obligatory, EUC expects that stronger feedback will apply, thus allowing more confidence that students perceptions will be more populous.</p>	
---	---	--



2. Student – centred learning, teaching and assessment

(ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>1. The EEC recommends considering that key course exams have a second grader.</p>	<p>The Department acknowledges that the practice of a second grader does contribute to a fairer approach to grading. A second examiner is used on all occasions when a student feels that their exam answers were not marked correctly, and a 'Final exams appeals procedure' is followed. Full details in the University Charter, specifically in Annex II, Section 19 of the Charter. A second examiner is also required for all undergraduate thesis projects.</p> <p>The recognition of the merits of the EEC's recommendation has initiated an internal discussion with the University's Office of Academic Affairs to explore the feasibility of integrating elements of a second-grader system, where appropriate, within the existing quality assurance and assessment frameworks. Such a change would require careful consideration of practical parameters. These matters will need to be discussed with HR and the Rectorate to ensure that any revised framework is sustainable, adequately resourced, and aligned with institutional policies and contractual arrangements.</p>	<p>Choose level of compliance:</p>



3. Teaching staff

(ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>1. The EEC finds the relationship between EUCI and EUC with respect to Senate representation to be inherently unfair. The EEC recommends that they reflect on how EUCI faculty members be granted representation on the Faculty Senate.</p> <p>Further to the above, the EEC notes that de-facto EUC will have two “groups” of faculty members, working side by side: those at EUC-Cyprus and those at EUCI. The EEC strongly recommends the leadership at EUC to proactively ensure fair and equal consideration of these two groups (especially regarding promotion, but also for funding, representation in university-wide bodies, etc.) so that they — effectively — become one. The risk of not doing so is that the current excellent dynamics that we sense among the faculty members become tarred by jealousy.</p>	<p>We thank the EEC for highlighting this sensitive and important issue. The University is committed to maintaining fairness, transparency, and equal treatment of all faculty members across its campuses. We fully recognise the importance of ensuring that academic staff at NJUPT are afforded equitable opportunities in terms of representation, promotion, access to funding, and participation in university-wide governance bodies.</p> <p>More specifically (and as we note in our Response for the M.Sc. in Computer Science:</p> <p>Coordination between EUC and NJUPT:</p> <p>According to the planned activities of the two institutions, a Joint Management Committee will be responsible for the coordination, management, and teaching supervision of teaching, instruction and research at the European Cyprus Institute (EUCI). Meeting decisions will be made through voting, and general matters shall follow the principle of majority rule, ensuring the scientific and democratic nature of the decision-making process.</p>	<p>Choose level of compliance:</p>



	<p>In addition, an Academic Committee will be set up. The Academic Committee is responsible for establishing and improving the academic standard supervision system, developing and implementing academic quality evaluation mechanisms, and ensuring that teaching quality meets established standards. The Academic Committee will be composed of the main members of the academic staff who teach the courses offered.</p> <p>Joint research agenda: EUC teaching staff will participate in research events organized by NJUPT, e.g. in the co-organisation of a “Research Week” in NJUPT.</p> <p>In addition, we plan to explore further opportunities for joint research initiatives, collaborative grant proposals, and co-supervised student projects, with the long-term goal of developing a joint research agenda that will strengthen and sustain the partnership.</p>	
1. The EEC also recommends to actively search for different funding instruments including but not limited to Erasmus+ and CSC programmes to foster mobility and international collaboration.	We fully agree to actively search for different funding instruments to enhance mobility, research collaboration, and international visibility. In addition to our existing participation in Erasmus+ and national programmes funded locally by IDEP, the Department has already coordinated a Blended Intensive Programme (BIP) in Artificial Intelligence with the	Choose level of compliance:



	<p>participation of students from Chinese partner institutions (Minjiang University, Nanjing University of Post and Telecommunications). This took place early July 2025 and all expenses were subsidised by EUC and the two partner Chinese universities. The initiative has successfully fostered academic exchange, intercultural dialogue, and collaborative learning in emerging AI technologies.</p> <p>The Department will continue exploring additional funding instruments. Specifically, the Department plans to:</p> <ul style="list-style-type: none"> • Continue and expand Erasmus+ BIPs in key areas such as AI, cybersecurity, IoT, and data science, involving both EU and international partners and support student and staff exchange; • Engage with the China Scholarship Council (CSC) and similar international funding mechanisms to support two-way academic and research mobility with China and other strategic partners; • Engaged in Horizon Europe, Marie Skłodowska-Curie Actions, and other competitive EU and international programmes, to secure long-term research funding and strengthen the global visibility of the programme. 	
2. Given that the program will be delivered in English, it is crucial to ensure all non-	We appreciate the EEC's emphasis on language proficiency in support of high-	Choose level of compliance:



<p>native English speaking teaching staff have the opportunity to both attain a minimum level of proficiency, and to continue — should they so wish — to follow training to improve.</p>	<p>quality English-medium instruction. The University fully recognises the importance of ensuring that all non-native English-speaking faculty teaching in the programme meet the required level of proficiency and are continuously supported in further developing their language skills.</p> <p>To this end, we intend to adopt measures similar to the ones we have successfully applied in Minjang University to ensure that English proficiency is of high level among all academic staff. Specifically,</p> <ul style="list-style-type: none"> a) during academic staff recruitment, English language proficiency is verified through proper formal certificates aligned with accreditation standards b) all teaching personnel undergo interviews, and a demonstration lecture before being hired c) professional development courses in academic English and English for teaching, will be provided through the University's Language Centre at a bi-annual basis (prior to the beginning of each semester) d) continuous training opportunities, including workshops on English-medium pedagogy, communication skills, and classroom engagement will be also provided. 	
--	--	--



	Moreover, continuous monitoring of instructional quality will be implemented in class to ensure that all courses are delivered in clear and consistent English, thereby maintaining the academic standards and learning outcomes of the Computer Science programme.	
--	---	--



4. Student admission, progression, recognition and certification

(ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
1. For the EUC programme that is taught in Cyprus, knowledge of the English language is not a requirement for admission. Applicants whose native language is not English take the English Placement Test (EPT) and are eventually placed in appropriate courses according to their English level. A similar opportunity should be available for the programme taught in Nanjing, as it has been the case for the programme-under-extinction run in cooperation with another international partner.	The Department confirms that the same mechanism will be implemented for the programme delivered in Nanjing. This will ensure alignment with existing EUC policies and provide equal opportunities for students to enhance English proficiency standards through structured support rather than restrictive entry barriers. This approach is successfully applied in the EUC programmes offered at Minjiang University and has proven effective in maintaining academic quality while promoting inclusivity and access.	Choose level of compliance:



5. Learning resources and student support

(ESG 1.6)

We thank the EEC for recognising these strengths and for acknowledging the high-quality infrastructure, support services, student opportunities and strong stakeholder engagement that will underpin the successful delivery of the programme.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
N/A	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:



6. Additional for doctoral programmes

(ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
N/A	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:



7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
N/A	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:



B. Conclusions and final remarks

We sincerely thank the EEC for its comprehensive evaluation and for recognising that the programme is fully compliant with all standards. We also appreciate the constructive recommendations provided, which we have carefully reviewed and addressed in this response document. We remain committed to continuously strengthening the programme, safeguarding quality, and ensuring the success of our students across both campuses.

In the table below, we repeat each recommendation of the EEC verbatim and, in the corresponding “Response” column, we point to the exact relevant section(s) and item(s) of this document where the detailed reply is provided.

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
1. The EEC recognises the quality of the B.Sc. programme in Computer Science, as evidenced by both the student satisfaction and by the documented employability of graduates from its delivery at EUC-Cyprus, and by the curriculum as presented subsequent to the recent (2025) revision and renewal thereof. As such, the EEC finds the program to be fully compliant in all areas and sub-areas.	We sincerely thank the EEC for recognising the overall quality of the B.Sc. programme in Computer Science and for confirming full compliance across all areas and sub-areas. This positive evaluation reflects the commitment of our faculty, staff, and external stakeholders to maintaining a rigorous, contemporary, and industry-aligned curriculum that supports graduate employability and student satisfaction. We remain fully committed to sustaining this level of quality and continuously enhancing the programme in alignment with evolving technological and labour market needs.	Choose level of compliance:
2. Additionally, the EEC was impressed by the university level and departmental level support of the proposed program, including the ambitions to recruit dedicated EUC-faculty to be permanently in Nanjing, as part of EUCI — and who will deliver the programme alongside EUC-faculty based in Cyprus. Notwithstanding, the EEC notes that consequently, EUC will de-facto have two “groups” of faculty members, working side by side: those at EUC-Cyprus	<p>We thank the EEC for acknowledging the strong institutional support for the programme and our commitment to dedicating EUC academic staff permanently in Nanjing to deliver it alongside colleagues based in Cyprus. We fully recognise the importance of ensuring that these two groups of academic staff are treated fairly and equitably, without distinction.</p> <p>As detailed in Section 3.1 of this response document, the University</p>	Choose level of compliance:



<p>and those at EUCI. The EEC strongly recommends the leadership at EUC to proactively ensure fair and equal consideration of these two groups.</p>	<p>is committed to maintaining equal opportunities in representation, promotion, access to resources, and participation in governance structures. As also explained in the same section, the coordination between EUC and NJUPT which has formally embedded academic staff representation and decision-making participation from both EUC and NJUPT.</p> <p>We remain committed to explore additional feasible pathways for inclusive representation models, safeguarding collaborative spirit, parity, and cohesion across both campuses, aligned with EUC's strategic vision for global growth and excellence.</p>	
<p>3. The EEC recognises that the strategic partnership between EUC and NUTP is particularly helped by the strong vision of current and former leadership at both institutions, including the long term ties at that the former Rector at EUC maintains to the Chinese academy of social sciences, and the shared vision by the EUC vice-rector and the NUPT vice president for the strategic importance of internationalisation.</p>	<p>We thank the EEC for recognising the strong and long-standing strategic partnership between EUC and NUPT, which is indeed grounded in a shared vision for internationalisation and academic excellence. The collaboration has been greatly supported by the leadership and commitment of both institutions, including the former Rector of EUC, whose long-term academic ties with the Chinese Academy of Social Sciences have fostered mutual trust and cooperation, as well as the continued engagement of the EUC Vice Rector and the NJUPT Vice President.</p> <p>This sustained alignment at the leadership level ensures the strategic continuity and long-term success of the partnership, supporting the delivery of high-quality joint programmes and the expansion of research, innovation,</p>	<p>Choose level of compliance:</p>



	and mobility opportunities for both faculty and students.	
<p>4. The EEC recognises both short, medium, and long-term synergies between EUC and NUPT, and encourages that these be explored to the fullest and to the benefit of both parties. This includes:</p> <ul style="list-style-type: none"> - Mobility at global level, sharing knowledge and combining strengths. This includes exploring various instruments such as CSC, Erasmus+ — and, in particular, scholarships from industry stakeholders, who during our discussions with them expressed that they considered international experiences to be important, and a willingness to support this also financially. The EEC praises various current initiatives, including organisation of the seminar, annual conference and summer school series. - Joint co-supervision of students — at all levels, including Bachelors theses and senior projects — with supervisors from both EUC and NUPT can contribute to internationalisation and development of further collaborations. Both EUC and NUPT have had commendable visible success involving undergrad and grad students in research training (typically also leading to publishable output), and the EEC suggests that the “carrot” of internationalisation (such as: a research visit to Cyprus or 	<p>We thank the EEC for recognising the short, medium, and long-term synergies between EUC and NUPT, and we fully share the view that these should be explored to their full potential for the benefit of both institutions.</p> <p>Mobility and Funding Instruments: As outlined in Section 3.2, the Department is already actively pursuing wider mobility opportunities through Erasmus+ instruments, CSC schemes, and industry collaborations. We appreciate the positive recognition of our current initiatives (including seminars, annual conferences and summer schools) and confirm our intention to expand these further. We have already organised a Blended Intensive Programme (BIP) in AI with participation from China, and we plan to continue this on a recurring basis.</p> <p>Joint Co-Supervision and Research Training: We fully agree that co-supervision can meaningfully strengthen internationalisation. EUC and NUPT both have a strong track record in involving undergraduates and graduates in research activities with publishable outcomes. We will therefore prioritise co-supervision arrangements in senior projects and thesis work, and explore the feasibility of linking these to mobility incentives and short research visits.</p> <p>Ethics and values: We appreciate the EEC’s observation regarding the value of exposing faculty and students to</p>	Choose level of compliance:



<p>to Nanjing) might be an additional motivator.</p> <p>- Ethics and values: EUC presented a vision of promoting European values through the education that it provides. Nationally, China has been active in promoting ethical considerations in modern computer science and AI, (e.g., the Position Paper of the People's Republic of China on Strengthening Ethical Governance of Artificial Intelligence, and the recent proposal on ethical governance at UN, e.g., https://www.fmprc.gov.cn/eng/xw/wjbxw/202509/t20250901_11699912.html). The joint EUCI, and the education it offers, can foster the exposition of faculty and students to different perspectives on ethics and core values. Additionally, the 27 EEC suggests introductory / general-ed training, about cultural differences for students, faculty and support staff.</p>	<p>diverse ethical frameworks in AI and computing. The EUCI programme presents an ideal platform to bring European and Chinese perspectives together. Cultural orientation sessions are already taking place at MJU, and we will continue to encourage and support such initiatives at both NJUPT and MJU, as a means of strengthening mutual understanding, shared academic values, and responsible AI practice across both campuses.</p> <p>We thank the EEC for these constructive suggestions, which we view as highly aligned with our long-term vision of deep, sustainable collaboration between EUC and NJUPT.</p>	
<p>5. The EEC recognises a strong interest and support of the stakeholder community. They value internationalisation and graduates with experience of studying abroad. While the EEC appreciated that the HR representatives from the stakeholder community expressed strong interest in the graduates, the EEC suggest to involve also technical people in the stakeholder community from the companies — in order to received periodic feedback on the content of the offered</p>	<p>We thank the EEC for recognising the strong support of the stakeholder community and we share the view that internationalisation is highly valued by employers. We acknowledge the suggestion to also engage technical professionals from industry in addition to HR representatives, in order to receive more specialised feedback on programme content and to maintain a balance between foundational computer science areas and emerging cutting-edge fields such as AI.</p>	<p>Choose level of compliance:</p>



<p>program. As an example, one of the stakeholders mentioned that they would value a balance between foundational areas with modern/cutting-edge areas (e.g., software engineering vs. AI).</p>	<p>It is also worth mentioning few examples of already existing collaborators include the following companies:</p> <ol style="list-style-type: none"> 1. China Telecommunications Corporation Limited (China Teleco) 2. China Mobile Corporation Limited (China Mobile) 3. China United Network Communications Group Corporation Limited (China Unico) 4. China Tower Corporation Limited (China Tower) 5. Huawei Technologies Corporation Limited (Huawei) 6. Zhejiang Tmall Technology Corporation Limited (Tmall) 7. China National Offshore Oil Corporation (CNOOC) 8. Weaver Network Technology Corporation Limited 9. Shanghai Tianma Microelectronics Corporation Limited 10. Beijing NAURA Microelectronics Equipment Corporation Limited <p>To this end, we will strengthen our existing stakeholder engagement mechanisms by expanding the involvement of industry technical experts in periodic consultations. This will enable us to ensure that the programme continues to reflect evolving technological developments and labour market needs while preserving the necessary foundational computer science core.</p>	
<p>6. The EEC observes that Health and CS are priorities of EUC and suggest to consider a possibility of introducing some (elective) health-informatics modules in the BSc-CS in the future.</p>	<p>We thank the EEC for this suggestion. Health and Computer Science are indeed strategic priority areas for EUC, and we recognise the added value that health-informatics related content could</p>	



	bring to students. While the current curriculum is fixed under the existing accreditation cycle, we will take this recommendation into consideration during the next review and renewal process, and will examine the feasibility of introducing elective health-informatics modules at that stage.	
7. The EEC wishes to thank both the officers from the CYQAA and the personnel from EUC and NUPT, for making the site visit both pleasant and informative — and wishes the EUC and NUPT success in their exciting endeavour.	We sincerely thank the EEC for their kind words, for the constructive dialogue during the visit, and for the supportive and collegial spirit in which the evaluation was conducted. We also thank the CYQAA officers for their coordination and guidance throughout the process. We deeply appreciate the EEC's encouragement and look forward to continuing this exciting joint endeavour together with NJUPT.	



C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Prof. Apostolos Zaravinos	Dean, School of Sciences, European University Cyprus	<i>Apostolos Zaravinos</i> Apostolos Zaravinos (Nov 5, 2025 15:03:00 GMT+2)
Dr. Yianna Danidou	Chair, Department of Computer Sciences and Engineering, European University Cyprus	<i>Yianna Danidou</i> Yianna Danidou (Nov 5, 2025 15:08:51 GMT+2)
Dr. Anastasia Ioannou	Programme Coordinator, European University Cyprus	<i>Anastasia Ioannou</i>

Date: 04/11/2025



FACULTY DEPARTMENTAL HANDBOOK

*This handbook is property of European University Cyprus/ Department of **Computer Science and Engineering** and is intended to be used by the Full-Time, Special Teaching Personnel and Part-Time Academic Staff of the Department.*

Acknowledgements

This handbook was prepared in response to the 2025 External Evaluation Committee (EEC) review. It reflects departmental policies and practices in alignment with European University Cyprus internal regulations, strategic goals, and quality assurance procedures.

Table of Contents

ACKNOWLEDGEMENTS	2
TABLE OF CONTENTS	3
1 INTRODUCTION.....	5
1.1 DEPARTMENTAL MISSION & VISION	5
1.2 SUMMARY OF STRATEGIC PLAN 2025-2030.....	6
2 GOVERNANCE AND ORGANIZATIONAL STRUCTURE	7
2.1 DEFINITION OF THE DEPARTMENT MEMBERS	7
2.1.1 <i>Membership</i>	7
2.1.2 <i>Voting Rights</i>	7
2.1.3 <i>Responsibilities</i>	8
2.2 OFFICERS OF THE DEPARTMENT.....	8
2.2.1 <i>Chairperson</i>	8
2.2.2 <i>Vice Chairperson</i>	9
2.2.3 <i>Program Coordinator</i>	9
2.3 THE COUNCIL OF THE DEPARTMENT	10
2.3.1 <i>Membership</i>	11
2.3.2 <i>Council Meetings</i>	11
2.4 DEPARTMENT MEETINGS	12
2.5 DEPARTMENT COMMITTEES.....	13
2.6 DEPARTMENT RESEARCH UNITS/GROUPS.....	13
2.7 PARTICIPATION IN SCHOOL STANDING COMMITTEES.....	13
2.8 UNIVERSITY EMPLOYEE HANDBOOK	14
3 TEACHING & LEARNING SUPPORT	14
3.1 TEACHING HOUR REDUCTION SYSTEM (THR)	14
3.2 PEER OBSERVATION AND REVIEW	15
3.3 TEACHING EVALUATION AND STUDENT FEEDBACK.....	15
3.4 GRADING AND FEEDBACK POLICIES.....	16
3.4.1 <i>Timely Feedback and Grade Return Policy</i>	16
3.4.2 <i>Final Exams Appeals Procedure</i>	16

3.5	USE OF COURSE OUTLINE TEMPLATE AND ASSESSMENT RULES.....	16
4	QUALITY ASSURANCE (QA) AND ASSESSMENT.....	18
4.1	OVERVIEW OF QA STRUCTURE	18
4.2	DEPARTMENTAL QA PROCESSES	19
4.3	PROGRAM EVALUATION REVIEW (PER)	21
5	STUDENT SUPPORT AND POLICIES	22
5.1	ADMISSION AND ADVISING POLICIES.....	22
5.2	DISABILITY AND INCLUSION FRAMEWORK.....	23
5.3	APPEALS PROCEDURE	23
5.4	STUDENT GRIEVANCE PROCEDURE.....	23
5.5	ACADEMIC INTEGRITY AND DATA PROTECTION	24
5.5.1	<i>Academic Integrity</i>	24
5.5.2	<i>Data Protection</i>	26
6	FACULTY DEVELOPMENT AND APPRAISAL	26
6.1	PERFORMANCE APPRAISAL FRAMEWORK	27
6.2	PROFESSIONAL DEVELOPMENT AND THR.....	28
6.3	MENTORING.....	28
6.4	FACULTY PROMOTION PROCEDURES.....	28
6.5	SABBATICAL	29
7	RESEARCH AND FUNDING	29
7.1	PUBLICATION INCENTIVES	29
7.2	FUNDING SCHEMES	30
7.3	RESEARCH ETHICS AND OPEN ACCESS	30
8	EXTERNAL AND INDUSTRIAL ENGAGEMENT	31
8.1	ADVISORY BOARD INVOLVEMENT	31
8.2	ALUMNI AND INDUSTRY CONNECTIONS.....	31
8.3	OUTREACH, EU PROJECTS, AND INTERNATIONALIZATION	31
9	CONTACT POINTS AND ADMINISTRATION SUPPORT.....	32

1 Introduction

The Department of Computer Science and Engineering (DCSE) at European University Cyprus (EUC) is committed to excellence in teaching, research, and service to the academic and wider community. This Faculty Handbook outlines the key responsibilities, procedures, and support mechanisms in place for the Department's faculty. It reflects the University's values of innovation, inclusiveness, academic integrity, and alignment with European quality standards.

In terms of scope, this comprehensive manual encompasses all facets of departmental operations, including but not limited to: undergraduate and postgraduate program administration, faculty recruitment and development protocols, research governance structures, and student support mechanisms. It is designed to serve as both a reference document for current practices and a strategic roadmap for continuous improvement. This document is created in direct response to the 2025 External Evaluation Committee report of the Departmental evaluation.

This handbook operates in conjunction with numerous institutional policies and internal regulations (IR), most notably the EUC Quality Assurance Manual (IR 19) and the Program Evaluation Review procedures (IR 07/08). To access the specific EUC Internal Regulations mentioned in the description please follow the link [EUC Internal Regulations](#).

Where applicable, specific departmental adaptations of university-wide policies have been implemented to address the unique requirements of computer science education and research. All Department related documents can be found in the shared space at <https://eucce.sharepoint.com/sites/SharePointSite-DepartmentofComputerScienceandEngineering/SitePages/ProjectHome.aspx>.

1.1 Departmental Mission & Vision

Guided by our commitment to excellence and innovation, the Mission, Vision, and Values of the Department of Computer Science and Engineering serve as the foundation for all strategic decisions and initiatives. These core principles reflect our dedication to advancing knowledge, fostering technological leadership, and creating meaningful impact through education, research, and collaboration.

Mission: Provide high-quality, inclusive education in Computer Science and Engineering, fostering critical thinking, innovation, and employability. Empower students and faculty through excellence in teaching, interdisciplinary research, and by cultivating strong industry and societal partnerships aligned with emerging digital challenges.

Vision: To become a regional and international leader in computer science and engineering education, research, and innovation - fostering ethical, inclusive, and sustainable technological advancements that transform lives and industries.

Values:

- Striving for the highest standards in teaching, research, and professional conduct
- Promoting equal opportunities and a supportive environment for all students and staff
- Embracing emerging technologies and foster creativity in solving real-world challenges
- Build strong partnerships with industry, academia, and the broader community to enhance learning and impact
- Prioritizing student success, development, and well-being
- Fostering a mindset of continuous development among students, alumni, and staff

These principles are implemented through our comprehensive Strategic Plan 2025-2030, which specifies measurable objectives, resource allocation strategies, and key performance indicators across all departmental functions.

1.2 Summary of Strategic Plan 2025-2030

The Strategic Plan 2025–2030 outlines a comprehensive roadmap for the Department of Computer Science and Engineering (henceforth the Department) at European University Cyprus to achieve academic distinction, research excellence, and societal impact.

The strategic priorities are structured across short-, medium-, and long-term horizons. Immediate priorities (2025–2026) focus on strengthening academic leadership through targeted recruitment of senior faculty, enhancing student employability via modernized curricula, and deepening industry engagement. Short-term objectives (2026–2028) emphasize infrastructure development, research center expansion, and tailored marketing strategies to support enrollment growth. Long-term goals (2028–2030) aim to solidify the Department’s research

output, international reputation, and societal impact through measurable quality indicators, alumni engagement, and interdisciplinary collaborations.

A central pillar of the plan is the advancement of research and innovation, with specific targets to increase high-impact publications, secure competitive funding, and integrate students into research activities. Concurrently, the plan prioritizes educational excellence through the adoption of digital-enhanced learning methodologies, teaching assistant programs, and iterative assessment models to improve student outcomes and satisfaction.

Engagement and reputation-building are addressed through participation in international competitions, public outreach events, and partnerships with industry and societal stakeholders. Faculty development is another critical component, with commitments to reduce administrative burdens, provide professional growth opportunities, and foster a collaborative work environment.

Overall, the plan reflects a forward-looking approach to addressing contemporary academic and technological challenges while fostering a culture of excellence and inclusivity.

For implementation details and metrics, see the full Strategic Plan (found on Department's [SharePoint](#)).

2 Governance and Organizational Structure

2.1 Definition of the Department Members

2.1.1 Membership

The Department consists of all full-time faculty who have been appointed under the Charter and the Internal Regulations of the University and who hold the rank of professor, associate professor, assistant professor, or lecturer, as well as all full-time special teaching personnel who likewise have been appointed under the rules of the University (and who hold the rank of full-time Instructor or Senior Instructor). The student constituency of the Department shall be all students who have declared a major or major preference in an academic program of the Department.

2.1.2 Voting Rights

All members eligible to serve on departmental committees have voting rights for all business and elections of the pertinent committees they serve on. Each eligible member shall have one vote in Committee meetings and in Departmental business and elections.

2.1.3 Responsibilities

Department members are responsible to the Chairperson of Department for the exercise of their duties. The responsibilities of the academic members of the Department are primarily in the areas of teaching, engaging in scholarly activity and research in their field of expertise, and providing service specifically to the Department and generally to the School/University as well as to the community.

More specifically Department members are responsible among others for the following:

- Conduct of the educational program of the Department
- Evaluation and implementation of modifications to existing programs
- Design and development of new programs
- Academic support for the student body
- Full participation in Departmental affairs
- Action according to the Internal Regulations

2.2 Officers of the Department

2.2.1 Chairperson

The Chairperson of Department is the chief academic and administrative officer of the Department, and is responsible for the academic operations, the general welfare and the development of the Department. He/she is the Chair of all Department and Department Council meetings (unless he/she designates a faculty member to preside).

The Chairperson of Department shall be a faculty member at the rank of Assistant Professor, with demonstrable experience in teaching and research/scholarly activity, with appropriate management and communicative skills and with a commitment to learning, research, and community service. The Chairperson of Department provides leadership to the departmental members and support to the students within the Department's programs/discipline(s), and also represents the Department in School and University affairs. (The description of the duties and responsibilities of the Chairperson of Department can be found in the EUC Charter, Appendix A).

The Chairperson of Department is an elective post with a two-year term of office. The Chairperson of Department may serve for a maximum of three terms.

2.2.2 Vice Chairperson

The Vice Chairperson of Department has those functions of the Chairperson of Department delegated to him by the Chairperson of Department, and all functions of the Chairperson of Department in his absence or temporary incompetence, and shall be elected (by simple majority) for a period of two years according to the provisions of the Departments Bylaws. The Vice Chairperson of Department may serve for a maximum of three terms, of which no more than two can be consecutive.

2.2.3 Program Coordinator

The term of service of a Program Coordinator shall be for two years with the possibility of re-appointment. The selection, appointment and duties of the Program Coordinator are in (EUC Charter, Appendix B) accordance with the policies of the 'University'.

The Program Coordinator assists the Chairperson of Department on matters pertaining to the academic program(s) that he/she coordinates.

The duties and responsibilities of the program Coordinator are as follows:

- To manage the process of his/her program evaluation by coordinating the preparation of PER process;
- To ensure that the faculty teaching on the program is well aware of all aspects pertaining to updating and further development of the program;
- To organize the timing and agenda of the annual meeting of the Program Advisory Board;
- To take into consideration the suggestions of the PER process and Advisory Board, student feedback, expert opinion and administration input and initiates action plans for revision, update and further development of the program;
- To promote and monitor internationalization of program through the Erasmus
- mobility of faculty and students within the program;
- To ensure that the quality of his/her respective educational program(s) is maintained, by primarily reviewing the course outlines and the examination papers;
- To review, revise and update course syllabi as necessary, in co-operation with the pertinent faculty members;
- To ensure that any revisions or program changes enhance academic and professional recognition of the program;

- To identify needs and make appropriate recommendations on course offerings and teaching allocations to the Chairperson of the Department;
- To advise students and obtain their feedback on matters pertaining to the program;
- To carry out other tasks assigned to him/her by the Dean and/or Chairperson of the Department according to needs arising from the implementation of the University's quality assurance program;
- To participate at the School Council, by invitation of the Dean;
- To attend meetings with other coordinators as hold by the Chairperson of the Department and/or Dean of the School;
- To ensure communication of program's profile and competitive advantage to all relevant internal and external stakeholders.

In fulfilment of the above duties and responsibilities the program coordinator will be assisted by faculty members teaching in the program and the Chairperson of the pertinent department.

2.3 The Council of the Department

The Council shall be the primary decision-formulating body of the Department, exercising governance authority over academic programs and policies allowed by the rules of the University. The Council of Department shall deal with matters as follows:

- Department planning and development;
- Department policy issues;
- Department annual budgets and support/facility requirements;
- Department Faculty development;
- Department Organizational/Structural changes/requirements;
- The nominating and setting of the terms of reference for the formation of task forces outside the domain of existing standing committees to research issues/matters pertinent to the conduct of the Department's business;
- Issues to be discussed at standing committees, such as design/revision of academic/curricular programs;
- Issues/Proposals forwarded by other members of the Department for general discussion;

- The establishment of policies and procedures for hearing student grievances, which are consistent with the policies of the University.

The decisions/recommendations of the Council of Department are subject to approval by the Council of School.

2.3.1 Membership

The Council of the Department shall consist of the following:

- all full-time faculty members;
- one elected representative of the Special Teaching Personnel who is elected by simple majority from their own number;
- student representatives who are elected from their own number and in number that equals 20% of the other members of the Council of Department. The student representatives are elected by simple majority by the students who are registered in one of the academic programs of the pertinent department and receive their academic advising from academic members of the Department. The student members shall not receive papers or be concerned with discussion on appointments, promotions and matters affecting the personal position of faculty members or other teaching or non-teaching personnel of the Department or the admission and academic assessment of individual students. The Chair of the meeting may decide in any case of doubt whether a matter is one to which this paragraph applies and his decision shall be final. Each elected member of the Council (except the student representatives) shall serve a two-year term and may be re-elected/re-nominated. The student representatives shall serve an one-year term.

2.3.2 Council Meetings

The Department Council shall hold a meeting at least once per semester. Ordinarily at least one week's notice shall be given of a forthcoming meeting and an agenda shall be circulated. Meetings may be requested by the Chairperson of Department or by a majority of Council members. It is expected that meetings shall be arranged so as to accommodate the attendance of all Council members. A quorum shall consist of two thirds of the membership. The Chairperson (or other presiding officer designated by the Chairperson) shall vote on matters only in case his/her vote can affect the result, i.e., the presiding officer shall cast the winning vote in case of a tie.

The Chairperson of Department may invite others (whether within or outside of the University) to attend any scheduled meeting. The exact role of the guest is left to the Chairperson – but the guest shall not have voting power.

Minutes of the proceedings of the meetings shall be kept and circulated to all members. At the next meeting the minutes shall be submitted for approval or amendment. A copy shall also be filed in the Department files.

Decisions reached in Department Council meetings shall be communicated to the Dean for final approval.

2.4 Department Meetings

The Department shall meet at least once during each semester. Special meetings may be called by the Chairperson of Department or upon request of three (3) voting members of the Department with one week's advance notice.

An agenda and supporting documents for each meeting shall be prepared by the Chairperson of Department and distributed prior to each meeting. The Chairperson shall preside over the meeting or, in his/her absence, the Chairperson shall designate a faculty member to preside.

Meetings of the Department shall be open only to members of the Department unless for particular meetings guests are invited. At the invitation of any member, people from other Schools within the University, students, administrators, staff or invited external experts on issues on the agenda may attend meetings. The Chairperson must be notified in writing of the invitation of guests at least three days prior to the meeting, and approve the invitation.

A quorum shall consist of 50% of the voting members of the Department.

A motion, to become effective, shall require a simple majority vote of the (voting) members. (The Chairperson shall vote on matters only in case his/her vote can affect the result, i.e., he or she shall cast the winning vote in case of a tie).

Proposals raised at any meeting shall be referred to the agenda of the next meeting unless a two-thirds majority of those present and voting shall determine that the proposal is of such immediate importance as to suspend the rules or that it is a continuation of a matter already before the body and not a new topic.

A secretary shall be appointed by the Chairperson of the meeting to provide an accurate record of the proceedings of each meeting. This record shall be distributed to the members of the Department after the meeting; and at the next meeting they shall be submitted for approval or amendment. A copy shall also be filed in the Department files.

2.5 Department Committees

Ad hoc Departmental committees, as advisory committees, report to the Department (through the Chairperson of the Department). The Chairperson of the Department shall designate membership of committees to appropriate academic members (based on nominations received), whereas the final composition of the committees is subject to final approval of the Department Council. A quorum of the standing or ad hoc committee consists of two thirds of its members. All decisions reached in standing committees are subject to approval during Department Council meetings.

The Department, from time to time, may establish various standing or ad hoc committees, as well as sub committees, which are deemed necessary, aiming to the smooth operation of the Department.

2.6 Department Research Units/Groups

The Department may form research groups aimed at creating opportunities for organizing linkages between research interests and at promoting effectiveness of academic performance. In such cases the Chairperson appoints coordinators (on an annual basis) for the smooth operation of the group(s).

2.7 Participation in School standing committees

Faculty members of the Department, participate in the following School's standing committees:

Senate	School Council	Committee on Research	Committee on Academic Programs	Quality Assurance Committee	Grievance Committee
2 faculty members + 1 STP	Dept Chairs + 2 faculty members + 1 STP	2 faculty members	2 faculty members excluding Chair and Program coordinators which are ex-	Departmental Committees – Chair+1 faculty member + 1 student rep	2 faculty members + 2 admin. members & 1 student rep that will be

			officio members + 1 STP		appointed by the Rector
--	--	--	------------------------------------	--	------------------------------------

2.8 University Employee Handbook

This Departmental handbook provides specific guidelines and policies relevant to the Department of Computer Science and Engineering. For comprehensive information regarding broader university-wide employment policies, terms and conditions of employment, benefits, and general workplace conduct, all faculty and staff members are directed to consult the official **European University Cyprus Employee Handbook**. This HR document serves as the primary reference for all employees of the University and can be found [here](#).

3 Teaching & Learning Support

3.1 Teaching Hour Reduction system (THR)

The standard teaching load is 12 contact hours per week. However, faculty engaged in active research may qualify for Teaching Hours Reduction (THR) based on a university-wide point system governed by the Office of the Vice Rector for Research and External Affairs. THR may be granted (and not only) for:

- Participation in funded research projects.
- Publication of peer-reviewed books and articles.
- Organization of conferences or recognized scholarly activity.

THR points remain valid for five years and are reviewed by an ad-hoc committee.

Faculty members are expected to contribute to teaching, research, and community service. Each faculty is responsible for:

- Delivering high-quality instruction and continuously updating course content.
- Engaging in peer-reviewed research and academic publication.
- Supporting student learning and advising.
- Participating in departmental and university committees.
- Maintaining ethical standards in academic conduct.

The details of this process can be found in IR01 Research policy, section 7.

The Department also follows the guidelines to govern the ethical, responsible, and effective use of Generative Artificial Intelligence (GenAI) within its teaching and learning framework. These guidelines emphasize fostering a human-centric, inclusive, and transparent approach that enhances creativity, personalized learning, and accessibility while addressing inherent risks such as academic dishonesty, data privacy concerns, biased outputs, and environmental impact. They advocate for structured student training, faculty engagement, clear communication of AI usage policies, and adherence to legal standards such as GDPR. The guidelines also encourage the integration of GenAI as a pedagogical tool to augment—not replace—academic judgment, ensuring that its use supports critical thinking, academic integrity, and ongoing innovation in educational practices at EUC. For more details refer to IR41.

3.2 Peer Observation and Review

Peer observation and review are integral to maintaining and enhancing teaching quality, especially given the diverse courses taught by faculty members. This process provides constructive feedback and fosters continuous pedagogical improvement. (Refer to IR 36: Peer Observation and Review of Teaching).

3.3 Teaching Evaluation and Student Feedback

Student Feedback on Learning Experience (SFLE) surveys are regularly conducted at the end of each Fall and Spring semesters to gather valuable student input, which informs course improvements and faculty development initiatives.

Once the survey is completed, a compiled report is sent to the instructor by the Departmental secretary. These reports are also released to the Chair of the Department for review and further actions. The reports are then saved and processed during the Performance Appraisal of Faculty & special teaching personnel (STP) process, Faculty promotion evaluation process as well as Program Evaluation Review (PER) process. Additionally, the University offers two awards for Excellence in Teaching (for details see IR 09). The awards refer to the nominee's teaching performance during the preceding academic year. Each award comprises financial support for the awardees' professional development activities. These awards are for full time faculty and STP.

3.4 Grading and Feedback Policies

3.4.1 Timely Feedback and Grade Return Policy

The Department is committed to timely and constructive feedback to enhance student learning.

- **Policy:** Faculty members must strictly enforce the policy of returning marks and feedback on assignments within two weeks of their submission date. This policy is available at the Department's [SharePoint](#).
- **Rationale:** Timely feedback is crucial for student learning, allowing students to understand areas for improvement and apply feedback to subsequent assignments.
- **Procedure:** Instructors are expected to adhere to this timeline for all graded assignments, quizzes, and projects. Any unforeseen delays should be communicated to students with a revised return date.

3.4.2 Final Exams Appeals Procedure

In the case where a student believes that the grade received in the Final Exam is different from what was expected, he/she must exhaust all possibilities of resolving the problem with the pertinent instructor first. If this does not lead to a resolution, the student may appeal against the Final Exam grade by filing a petition with the Office of the Registrar.

The Registrar will forward a copy of the petition to the pertinent Chairperson of Department, who will first ascertain that no error was made by the instructor, and if so will assign an anonymous re-evaluation of the final examination/project to another instructor. In the case of major discrepancy between the instructor's evaluation and the re-evaluation that will require change of grade, the average of the two evaluations will be assigned as the final grade to the final examination/project. Changes of grades resulting from an appeal require the endorsement of the Dean of School.

For a petition to be reviewed, a student must appeal within four (4) weeks from the date the results are announced.

3.5 Use of Course Outline Template and Assessment Rules

Assessment criteria and grading mechanisms are clearly communicated to students via the Course Outline, which is distributed to students at the beginning of each course both in class and on the online platform (BlackBoard Learn Ultra). The Course Outline specifies the types

of assignments, their weighting in the final grade, and expectations around interactive exercises, exams, and continuous assessment. Grading rubrics and percentage breakdowns are included for both graded and non-graded activities, and students are also informed of minimum passing requirements, exam formats, and academic integrity expectations. This ensures that evaluation standards are publicly available and clearly communicated to students from the outset of the semester.

All assignments are uploaded to the Blackboard learning management system in a dedicated 'Assignments' folder within each course shell. Information about the specific task is given in detail, which is visible to students all the time from when they are initially informed of the assignment up until final submission, so that expectations and assessment criteria are fully transparent. 6. All course material and assessments on BlackBoard Learn Ultra will remain on the platform for 14 months. Once this time frame expires the course material will be removed from the platform.

GRADING SYSTEM:							
UNDERGRADUATE				GRADUATE			
Letter Grade	Grade Meaning	Grade Points	Percentage Grade	Letter Grade	Grade Meaning	Grade Points	Percentage Grade
A	Excellent	4.0	90 and above	A	Excellent	4.0	90 and above
B+	Very Good	3.5	85-89	B+	Very Good	3.5	85-89
B	Good	3.0	80-84	B	Good	3.0	80-84
C+	Above Average	2.5	75-79	C+	Above Average	2.5	75-79
C	Average	2.0	70-74	C	Average	2.0	70-74
D+	Below Average	1.5	65-69				
D	Poor	1.0	60-64				
F	Failure	0		F	Failure	0	
I	Incomplete	0		I	Incomplete	0	
W	Withdrawal	0		W	Withdrawal	0	
P	Pass	0		P	Pass	0	
AU	Audit	0		AU	Audit	0	

- (a) The grade "I" is awarded to a student who has maintained satisfactory performance in a course but was unable to complete a major portion of course work (e.g. assignment/paper or final exam) and the reasons given are acceptable to the instructor. It is the responsibility of the student to bring pertinent information to the instructor to justify the reasons for the missing work and to reach an agreement on the means by which the remaining course requirements will be satisfied. A student is responsible, after consulting with the instructor, for fulfilling the remaining course requirements within the first four weeks of the following semester for which an "I" was awarded. In very special cases, the instructor may extend the existing incomplete grade to the next semester. Failure of the student to complete work within this specific time-limit will result in an "F" which will be recorded as the final grade.
- (b) The grade "W" indicates withdrawal from the course before the specified time as explained in the withdrawal policy.
- (c) Grades of "P" will not be computed into a student's cumulative grade point average but will count towards graduation credits.
- (d) Grades of "F" will be computed into the student's cumulative grade point average.
- (e) Students enrolling for an Audit must designate their intent to enrol on an Audit basis at the time of registration. Students registering for a course on an Audit basis receive no credit

4 Quality Assurance (QA) and Assessment

The Department of Computer Science and Engineering is committed to rigorous quality assurance (QA) and continuous improvement across all its operations, aligning with the European University Cyprus Quality Assurance Manual (IR 19). The Department ensures that its internal QA regulations are formalized, documented, and publicly accessible to conform with University policies while being customized to its unique requirements, directly addressing EEC recommendations.

DCSE's quality assurance is aligned with ESG 2015 and overseen by:

- Program Committees and Advisory Boards
- The Departmental Quality Assurance Committee
- The University Quality Assurance Committee (CIQA)

4.1 Overview of QA structure

Quality assurance within the Department operates at multiple levels:

- University-Level: Oversight by the Internal Quality Assurance Committee (CIQA).
- School-Level: Oversight by the School Council.
- Departmental-Level: Key committees include the Department Council, the Program Committee, and the Departmental QA committee.

This structured framework ensures comprehensive monitoring of academic standards and operational effectiveness and is detailed in the EUC Quality Assurance Policy and Manual (IR 19). The Department ensures its practices are fully aligned with this overarching university policy.

4.2 Departmental QA Processes

The Department is committed to rigorously and continuously monitoring the effectiveness of its quality assurance procedures to assure they operate in accordance with good practice and maintain academic standards. The establishment of this "Departmental Handbook" with QA policies and procedures further strengthen this commitment. The Department's specific contributions to quality assurance are integrated throughout this handbook, particularly in sections related to curriculum development, teaching assessment, and faculty performance. The Department maintains robust internal QA procedures for its core academic activities. These include:

- **Examinations:** Procedures for examination paper setting, moderation, and secure handling, ensuring fairness and consistency.
 - Templates for examination papers (midterm and final) are distributed through the Departmental secretary.
 - Each faculty prepares, proctors, and grades the exam, uploads grades (see the HR Faculty Handbook [here](#) for more details on the duties of the faculty).
 - Exam papers are overseen by the Program coordinator and copies of these are kept in the Department's repository.
- **Resit Examinations:** Clear policies and procedures for student eligibility and conduct of resit examinations (see IR 06). The Resit Final Examination is carried out as follows:
 - For Conventional Programs of Study/Courses, it takes place once per academic year prior to the beginning of the new academic year as defined by the academic calendar and it applies only to courses in which the student failed during the Fall Semester and/or the Spring Semester of the preceding academic year.

- For E-Learning Programs of Study/Courses, it takes place during the three final examination periods of the E-Learning Programs of Study (i.e., end of Fall Semester, end of Spring Semester and end of Summer Session) and it will apply only to the courses in which the student failed during the immediately preceding semester.

A student is eligible for a Resit Final Examination when s/he:

1. Has failed a course (i.e. has received an F grade in a course).
2. Has received a total grade in the range of 50-59 (for undergraduate courses) or 60-69 (for masters' courses).
3. Has no outstanding "I" in the other requirements of the specific course (i.e. mid-term, assignments) by the time s/he applies for a Resit Final Examination.
4. Has submitted a written application to the Department of Enrollment (along with the participation fee of 75 euro per course (this fee applies to courses in Conventional Programs of Study/courses), after he/she has been informed about his/her eligibility for a Resit Final Examination by the Department of Enrollment after the official announcement of the final grades of the respective semester.

In order for a student to successfully pass the failed course by taking a Resit Final Examination, the following must apply:

1. The student takes the Resit Final Examination on the specified date. Failure to do so implies the student's disqualification from participating in a Resit Final Examination of the specific course on any other date or on any of the following Resit Final Examination specified dates.
 2. The student scores in the Resit Final Examination the mark of at least 60% for an undergraduate course and at least 70% for a masters' course and for the courses of the Doctor of Medicine (M.D.). Regardless of the result of the Resit Final Examination, the maximum final grade that a student may receive for the specific course is the grade of D for undergraduate courses and the grade of C for masters' courses and courses of the Doctor of Medicine (M.D.).
- **Senior Project and Master Thesis guides:** Clear policies, procedures, and templates for student eligibility and conduct of project/thesis are available. Both guides (one for Senior project and one for Master thesis) explain the procedures and state deadlines and deliverables. All templates, forms, and guides can be found at the

- **Use of Course Outline Template and Assessment Rules:** All courses must adhere to the University's standard course outline template, which specifies learning outcomes, assessment methods, and grading criteria. Faculty are required to clearly communicate assessment rules to students at the beginning of each semester.
- **Program Updates:** A formalized process for reviewing, revising, and updating course syllabi and academic programs, ensuring alignment with contemporary advancements and learning outcomes (see section 4.3 below).

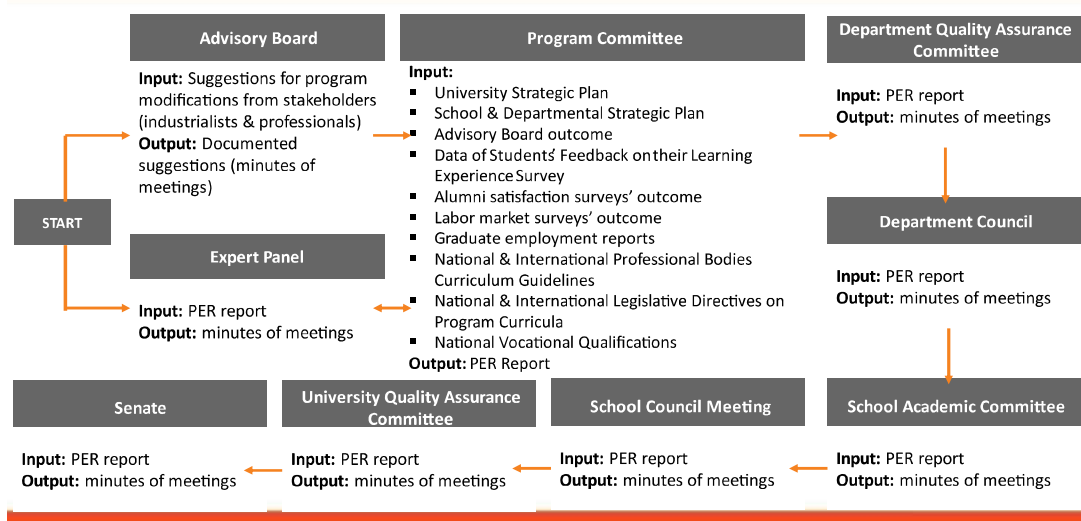
4.3 Program Evaluation Review (PER)

The Department actively participates in the University's Program Evaluation Review (PER) process, as outlined in the EUC P.E.R. Procedures and Template (IR 07/08). This systematic review encourages excellence in academic programs by aligning teaching, learning, and curriculum with program missions and ensures compliance with European Higher Education Area standards. The Department utilizes the P.E.R. framework to continuously assess and enhance the quality and effectiveness of its programs.

The PER framework fosters systematic, evidence-based evaluation of academic programs to:

- Result in the improvement of the program experience of students;
- Follow the standards of the EUC policies and align to accreditation bodies' decisions (e.g. The Cyprus Agency of Quality Assurance and Accreditation in Higher Education; CY.Q.A.A./Φορέας Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης; ΔΙ.Π.Α.Ε.);
- Assess the quality and enhance the overall effectiveness of the Programs, Departments, Schools and University as a whole;
- Identify the strengths and weaknesses in each program under evaluation review and offer opportunities for improvement;
- Establish program action plans and strategies for continuous and ongoing improvement;
- Utilize the information collected through the PER process to better plan and set priorities at the University level.

The Department is required to conduct a comprehensive program review using the PER procedures every five (5) years, with allowance for earlier reviews when significant changes arise. The PER process to be followed is illustrated in the diagram below.



For implementation details and metrics, see the full Internal Regulation on Program Evaluation Review (P.E.R.) Procedures and Template.

5 Student Support and Policies

The Department is committed to providing a supportive and inclusive environment for all students, ensuring their academic success and well-being. This section outlines key policies and support mechanisms.

Academic staff are expected to comply with university policies on:

- Academic Integrity and Ethics (see Charter and relevant IRs)
- Disability and Student Support (via the C.S.S.E.N.)
- Appeals for exams and grading (through the Registrar)
- Data Protection (GDPR compliance and research data handling)
- Harassment, bullying, and respectful conduct in teaching

Relevant information is detailed in the EUC Employee Handbook and institutional regulations.

5.1 Admission and Advising Policies

- **Admissions:** The Department adheres to the University's admission criteria, ensuring a fair and transparent process for all applicants. Specific program entry requirements are clearly communicated to prospective students.

- **Academic Advising:** All students are assigned an academic advisor from the University. Advisors provide guidance on course selection, academic progression, career planning, and refer students to other university support services as needed. Regular advising meetings are encouraged to monitor student progress and address concerns

5.2 Disability and Inclusion Framework

The Department is dedicated to creating an accessible and inclusive learning environment. It adheres to University policies (refer to relevant IR on Disability Support) regarding reasonable accommodations for students with disabilities, ensuring equal opportunities in all academic activities. Faculty members are informed about procedures for providing accommodations and support.

5.3 Appeals Procedure

Students have the right to appeal academic decisions (e.g., grades, academic standing) based on established University procedures. The Department ensures that all appeals are handled fairly, transparently, and in accordance with University Internal Regulations. Students are guided through the process by their academic advisors or the Department Administrator.

5.4 Student Grievance Procedure

Any student grievances not covered by the appeals procedure can be formally raised through the University's grievance procedures (refer to relevant IR 27 on The Management of Complaints/Grievances) which establishes procedures for managing complaints and grievances, applicable to all students, academic and administrative personnel, and visitors. It addresses various types of complaints, including academic issues, harassment, and sexual harassment. The procedure consists of two stages: Stage 1 involves mediation by the Conflict Resolution Committee, while unresolved cases are escalated to the School Grievance Committee in Stage 2. Confidentiality is maintained throughout the process, and complainants have the right to appeal decisions to the Vice Rector of Academic Affairs. The Department is committed to addressing student concerns promptly and constructively, maintaining an open-door policy while ensuring formal channels are available when necessary.

5.5 Academic Integrity and Data Protection

5.5.1 Academic Integrity

The Department upholds the highest standards of academic integrity. Students are expected to adhere to the University's policies on plagiarism, cheating, and other forms of academic misconduct. Faculty members are responsible for educating students on these policies and for reporting violations. (Refer to relevant University IR on Academic Integrity). To support these efforts, the Department employs Turnitin for all assignments and projects submitted through the Learning Management System (LMS). Furthermore, the Department adheres to the European University Cyprus Guidelines for the Use of Generative Artificial Intelligence (GenAI) in Teaching and Learning, ensuring that AI technologies are integrated responsibly and ethically to uphold academic honesty (see IR41).

The University has a responsibility to uphold and promote quality scholarship and to ensure that its students understand what academic integrity is. This section outlines the University's policy on dishonest academic performance by its students. Such offences carry penalties. Students should read carefully the Internal Regulations on Academic Ethics and Students' Discipline, and are encouraged to ask Faculty for help and guidance on honest academic practice, particularly in using source material from the Internet. In this way they can avoid any unintentional dishonesty.

5.5.1.1 Originality

For the purposes of this Policy on Academic Ethics 'original' work is work that is genuinely produced specifically for the particular assessment task by the student whose name is attached to it. Any use of the ideas or scholarship of others is acknowledged. 'Work' includes not only written material but also oral, audio, visual or other material submitted for assessment.

5.5.1.2 Academic Dishonesty

Academic dishonesty is determined by the extent and the level of intent. In assessing the extent or scale of the dishonesty the instructor will evaluate how much of the work is the student's own after all unacknowledged source material has been removed. In no case can work that is plagiarized be taken into account in determining a grade. Intent to deceive is the single most significant aspect of academic dishonesty. Repeated instances of deception will incur heavy penalties for the student and the violation will be officially and permanently recorded in the student's record.

5.5.1.3 Plagiarism

Plagiarism is representing the work of somebody else as one's own. It includes the following:

- (a) submission of another student's work as one's own;
- (b) paraphrasing or summarizing without acknowledgement of source material;
- (c) direct quoting or word copying of all or part of a work, ideas, or scholarship of another without identification or acknowledgement or reference;
- (d) submitting as one's own work purchased, borrowed or stolen research, papers, or projects.

5.5.1.4 Cheating

Cheating is giving or receiving unauthorized help for unfair advantage before, during, or after examinations, tests, presentations or other assessments, such as:

- (a) collaboration beforehand if it is specifically forbidden by the instructor
- (b) verbal collaboration during the examination, unless specifically allowed by the instructor;
- (c) the use of notes, books, or other written aids during the examination, unless specifically allowed by the instructor;
- (d) the use of electronic devices and mobile telephony to store, transmit or photograph information to or from an external source;
- (e) the use of codes or signals to communicate with other students in the examination room;
- (f) looking upon another student's papers and / or allowing another student to look upon one's own papers during the examination period;
- (g) passing on any examination information to students who have not yet taken the examination;
- (h) falsifying exam identification by arranging with another student to take an examination in their place or in one's own place;
- (i) pretending to take the exam but not submitting the paper, and later claiming that the instructor lost it.

5.5.1.5 Collusion

Collusion is false representation by groups of students who knowingly assist each other in order to achieve an unfair assessment advantage. It involves:

- (a) representation of the work of several persons as the work of a single student with both parties knowingly involved in the arrangement;

- (b) representing the work of one student as the work of a group of students with both parties knowingly involved in the arrangement;
- (c) willing distribution of multiple copies of one's assignments, papers, projects to other students for submission after re-labeling the paper as their own original work.

5.5.1.6 Fabrication

Fabrication is the false representation of research data or 'performance' material as original, authentic work for submission for assessment. Examples are:

- (a) invention of data;
- (b) willfully omitting some data to falsely obtain desired results

A faculty member, after evaluating the extent of the dishonesty and the level of intent and proving academic dishonesty, may use one or a combination of the following penalties and procedures:

- (a) requiring rewriting of a paper containing some plagiarized material;
- (b) lowering of a paper or project grade;
- (c) giving a failing grade on a paper;
- (d) lowering a course grade;
- (e) giving a failing grade in a course;
- (f) referring the case to the Senate for further action that may include academic suspension or expulsion.

Should an instructor announce a failing grade in the course because of academic dishonesty, the student under penalty shall not be permitted to withdraw from the course.

One can find the relevant academic regulations in the following link <https://euc.ac.cy/en/academics/academic-regulations/>

5.5.2 Data Protection

The Department adheres strictly to the University's data protection policies and the General Data Protection Regulation (GDPR) regarding student personal data. Faculty and staff are trained on handling sensitive information, ensuring confidentiality and privacy.

6 Faculty Development and Appraisal

The Department is committed to fostering a vibrant academic environment that supports the continuous professional growth, scholarly productivity, and overall well-being of its faculty

members. This commitment is underpinned by a comprehensive framework for appraisal, professional development, and strategic recruitment.

6.1 Performance Appraisal Framework

Faculty performance appraisal is a vital component of professional development, governed by University Internal Regulation 26 ("Performance Appraisal of Faculty and Special Teaching Personnel"). This regulation mandates a biennial, developmental review process focused on professional growth through self-assessment and constructive feedback across three key areas:

- **Teaching Excellence:** Evaluated through student feedback, innovation in pedagogy, and peer observation.
- **Research Productivity:** Assessed based on peer-reviewed publications, citations, research funding secured, and overall scholarly impact.
- **Contribution to Academic Governance and Community Service:** Recognition for active participation in departmental, school, and university committees, as well as engagement with the wider community.

The appraisal process includes:

- A Departmental Performance Appraisal Review Committee, composed of senior academic staff (Professors or Associate Professors, or appointed equivalents where necessary), oversees the process.
- Faculty complete an online Performance Appraisal Report (Section A), submitted biennially to the Department Chair and subsequently to the Review Committee.
- The Review Committee conducts an evaluation, provides feedback, and meets individually with appraisees to discuss outcomes and jointly prepare Section B of the report, which includes agreed goals for the forthcoming appraisal period.
- The process fosters a dialogic and supportive environment aimed at professional development rather than punitive measures.

The completed appraisal documents are forwarded through school administration channels, and the Review Committee provides a departmental developmental report to inform broader academic planning.

The appraisal process encourages faculty to reflect on their achievements, set future goals, and identify areas for further development. For more details and full description see IR 26, found in Appendix C.

6.2 Professional Development and THR

The University provides various opportunities and resources for faculty growth:

- **Induction Program:** New faculty members participate in a 35-hour induction program, which includes orientation, technology training (e.g., Blackboard Learn Ultra), and seminars on research policies and procedures.
- **Advance HE 'New to Teaching' Programme:** This program offers foundational pedagogical training for newly appointed academic staff.
- **Seminars, Webinars, and Workshops:** Regular professional development sessions are organized by the office of the Vice-Rector of Academic Affairs to enhance teaching methodologies, research skills, and other professional competencies.
- **Conference Attendance and Research Development:** An approved budget exists for faculty to travel and present at international conferences, supported by an internal regulation for research activities. This promotes dissemination of research findings and networking.

6.3 Mentoring

Mentoring is a cornerstone of faculty development, particularly for newly hired academic staff.

The University offers structured support through:

- **The Mentoring Scheme for Newly Hired Faculty (IR 32):** This scheme provides structured support including onboarding assistance, one-on-one mentorship from senior faculty, and peer group collaboration.
- **Peer Observation and Review of Teaching (IR 36):** This process, while serving as a quality assurance mechanism, also functions as a developmental tool, providing constructive feedback on teaching practices.

6.4 Faculty Promotion Procedures

Faculty members undergo performance appraisal every two years based on teaching, research, and service. The process is governed by Internal Regulation 26 and includes self-assessment, peer review, and departmental feedback. Eligible faculty members can apply for promotion annually based on criteria outlined in the EUC Charter (Annex 6, pages 74–79). Promotion is merit-based and evaluated on:

- Excellence in teaching (student feedback, innovation, peer review)

- Research productivity (publications, citations, impact)
- Contribution to academic governance and community service

The Department supports faculty in preparing their promotion dossiers through the School Administrator and provides guidance on career progression pathways through the Performance Evaluation Process.

6.5 Sabbatical

The University recognizes the importance of dedicated time for intensive research and scholarly activity. Policies regarding sabbatical leave and other forms of academic leave are in place (refer to relevant IR15 on Sabbatical Leave), allowing faculty members to pursue significant research projects, writing, or advanced study. Sabbatical Leaves are granted for planned travel study, formal education, research, writing of papers, monographs and books or other activities of academic value.

A Sabbatical Leave, as distinguished from a terminal leave, a leave without compensation, or a leave for reasons of health, is defined at European University Cyprus as a leave for encouraging faculty members to engage in scholarly research and international networking that will increase their scholarly achievement or their capacity for service to the University internationalization policy. A Sabbatical Leave is not granted for taking regular academic or other employment with a financial advantage elsewhere. (See IR15. EUC Policy on Sabbatical Leave).

7 Research and Funding

The Department of Computer Science and Engineering is dedicated to fostering a vibrant research culture, encouraging innovation, and promoting the dissemination of high-impact scholarly work. The Department adheres to the Research Policy of the University (see relevant IR 01).

7.1 Publication Incentives

The Department and University offer various incentives to encourage and reward high-quality research output, including:

- Internal Research Awards: Mechanisms to recognize and reward faculty for significant publications and research achievements (see IR10).

- **Travel and Conference Funding:** Financial support for faculty to present their research at reputable international conferences (as detailed in Section 6.2 through the Department's budget).
- **Research Metrics Recognition:** Recognition of publications in high-impact journals and conferences (included in the THR policy).

7.2 Funding Schemes

Faculty members are encouraged to actively seek external research funding. The University provides support for identifying and applying for grants from various sources, including:

- **National Funding:** Calls from the Research & Innovation Foundation (RIF) in Cyprus, including programs like 'Excellence Hubs'.
- **European Union Funding:** Opportunities through Erasmus+, Horizon Europe, Marie Skłodowska-Curie Actions, and other EU programs.
- **International Collaborations:** Encouragement for faculty to engage in research projects with international partners and secure funding from global organizations (e.g., European Space Agency projects).
- **University Seed Funding:** Internal competitive grants to initiate new research projects or pilot studies (see IR31).

7.3 Research Ethics and Open Access

All research conducted within the Department must adhere to the highest ethical standards and principles of academic integrity, consistent with the University's Ethics and Values Statement and the University's Charter (Annex 3). Researchers are required to obtain necessary ethical approvals for projects involving human subjects, animal welfare, or sensitive data. The Department provides guidance on ethical considerations and ensures compliance with national and international research ethics guidelines.

The Department supports the principles of Open Access to research publications and allocates a dedicated amount of its annual budget specifically to this purpose. Faculty members are encouraged to publish their work in open access journals or deposit their peer-reviewed manuscripts in institutional or subject-specific repositories, adhering to funder and university open access policies.

8 External and Industrial Engagement

The Department recognizes the critical importance of strong ties with industry, alumni, and the wider community to enrich its academic programs, enhance student employability, and increase its societal impact.

8.1 Advisory Board Involvement

The Department maintains an active Advisory Boards for all its program of studies comprising leading professionals from industry, academia, and relevant organizations. This board provides invaluable external perspectives on curriculum relevance, industry needs, and emerging trends, ensuring that the Department's programs remain current and responsive to the demands of the job market.

8.2 Alumni and Industry Connections

The Department fosters strong relationships with its alumni, who serve as mentors, guest lecturers, and potential employers for current students. Active engagement with industry partners through internships, collaborative projects, and guest speaker series enriches the student learning experience and facilitates career opportunities.

8.3 Outreach, EU projects, and Internationalization

The Department is committed to amplifying its outreach efforts, particularly with regard to international student recruitment and industry collaboration. This commitment aligns with the University's broader internationalization strategy and includes:

- **Expanding Academic Partnerships Abroad:** Developing collaborations with international universities for student and faculty exchange, joint research, and dual degree programs. Currently the Department offers the following fully-accredited degree programs at the International Digital Economy College (IDEC) of Minjiang University in Fujian, China:
 - Computer Engineering (4 Years/240 ECTS, BSc)
 - Electrical and Electronic Engineering (4 Years/240 ECTS, BSc)
- A second collaboration in China has been announced with Nanjing University of Posts and Telecommunications (NJUPT) for the offering of
- Computer Science (4 Years/240 ECTS, BSc)

- Computer Science (1.5 Years/90 ECTS, MSc)
- Participation in EU Projects: Actively seeking and participating in European Union-funded research and educational projects (e.g., Erasmus+, Horizon Europe) to enhance international collaboration and secure additional resources.
- Collaboration and Visibility: Collaborating closely with companies and organizations through active Memorandum of Understanding (MoU).

9 Contact points and Administration Support

For efficient communication and access to support services, faculty members can utilize the following key contacts:

- Chair, Department of Computer Science and Engineering: For all academic and administrative matters related to the Department.
- Vice Chairperson: For delegated functions and in the absence of the Chairperson.
- Program Coordinator (BSc, MSc, PhD): For program-specific academic matters.
- Administrators: For day-to-day administrative support, room bookings, general queries.
- Dean, School of Sciences: For School-level academic and administrative matters.
- Vice Rector for Academic Affairs: For university-wide academic policies and procedures.
- Quality Assurance Office: For matters related to internal and external quality assurance.
- Research Office: For support with research grant applications, ethical approvals, and research policies.
- Human Resources Department: For employment-related matters, benefits, and staff welfare.
- IT Services: For technical support, network access, and software issues.
- Library Services: For access to academic resources, databases, and research support.

The Department's and School's Administrative staff is the following:

Ms. Anna Stavrou

Administrative Assistant of the Department

Email: ann.stavrou@external.euc.ac.cy

Telephone: 22-713293

Ms. Flora Theodorou

School Administrator

Email: f.theodorou@euc.ac.cy

Telephone: 22-713205

In addition, for any further information or policies, you may refer to the EUC charter, at the link [EUC Charter](#).

All [EUC Internal Regulations](#) (IR #) are available at the internal SharePoint Site – Rectorate Office under the link [here](#).



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



eqar /// enqa.