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External Evaluation Report

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

- **Higher Education Institution:**
  European University Cyprus program offered as franchise at
  The Nanjing University of Posts and Telecommunications
- **Town: Nanjing, Jiangsu Province, People's Republic of China**
- **School/Faculty (if applicable): School of Sciences**
- **Department/ Sector: Computer Science and Engineering**
- **Programme of study- Name (Duration, ECTS, Cycle)**

  In Greek:

  Επιστήμη των Υπολογιστών (18 Μήνες / 90 ECTS, Μεταπτυχιακό)

  In English:

  Computer Science (18 Months / 90 ECTS, MSc
- **Language(s) of instruction: English**
- **Programme's status:** New
- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

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

A. Introduction

This part includes basic information regarding the onsite visit.

The onsite visit to the incipient European University Cyprus (henceforth: *"EUC"*) Institute (henceforth: *"EUCI"*) at the Nanjing University of Post and Telegraph (henceforth: *"NUPT"*) took place on October 14, 2025, during which the External Evaluation Committee (henceforth: *"EEC"*) was accompanied by Ms. Natasa Kazakaiou, Ms. Emily Mouskou, and Mr. George Aletraris, from the Cyprus Agency of Quality Assurance and Accreditation (henceforth: "CYQAA").

EUC is in the process of establishing a major partnership with NUPT — EUCI — which has among its purposes to deliver, under a franchising agreement, a number of educational programmes in Nanjing, China, and conferring EUC (and, thus, European) degrees upon graduates from these.

The EEC was tasked with evaluating the opportunity for delivery of a Bachelors and a Masters programme in Computer Science, already existing at EUC, within EUCI in Nanjing. These two programmes already exists at EUC, where recently evaluated by the CYQAA and — as part of that evaluation process — were thoroughly refreshed and revised.

The incoming assumption by the EEC was, therefore, that the programmes themselves were coherent and adequate — and that the main questions to examine would be (i) the material, administrative, and human (academics, support) conditions at EUCI, as well as (ii) the adequacy of these programmes within the unique context of Chinese academia.

The EEC wishes to recall that while administratively EUCI exists, it has yet to become operational (in part, as it is awaiting accreditation of the different programmes). However, EUCI exists within the larger context of NUPT — a historic, and significant, university in Nanjing. Specifically this means that:

- The EEC was able to visit the physical locations of lecture halls, classrooms, laboratories, library, etc.
- No programmes have been delivered nor degrees conferred, and no students have been enrolled in any programmes at EUCI.

Therefore:

- The students, graduates, and stakeholders whom the EEC met with were from a similar programme at NUPT (taught in English, franchised from a partner-university of NUPT), notably a joint programme with Portland State University that gave an impression of having been running successfully until recently (but effectively becoming a programme-under-extinction).
- The Administrative staff with which the EEC met, was either from EUC or were from NUPT. The NUPT staff were currently serving the programme-under-extinction mentioned previously, and would transfer to serving the EUCI programmes. Thus, while they have no direct experiences with the EUC-NUPT collaboration, they have considerable experience operating programmes under a similar agreement.
- The Faculty members, with which the EEC met, was from NUPT. They, likewise, were currently delivering classes in the programme-under-extinction mentioned previously, and would transfer to delivering classes in the EUCI programmes. Thus, again, while they have no direct experiences with the EUC-NUPT collaboration, they have (for some: considerable) experience teaching and delivering programmes under a similar agreement,

The EEC did meet with the representatives from both EUC (the vice rector, the programme coordinator for the two programmes at EUC, the dean of the school of sciences, and the senior advisor for strategic development and former rector), as well as from NUPT (the vice president, the dean, the chair of the department, and the programme coordinator for the two programmes in EUCI).

The EEC appreciated the discussions that it had with all the representatives from the two universities, and from the teaching and administrative staff who assisted and participated throughout the day. The EEC wishes to express their gratitude to all those we met, for very constructive, informative, frank and collegial discussions during the visitation.

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.

In particular, from the EUC, the EEC met with L. Symeou (Vice Rector of Academic Affairs), K. Gouliamos (Senior advisor for strategic development), A. Zaravinos (Dean of the school of sciences), A Ioannou (Programme coordinator, BSc & MSc in Computer, and C. Kolatsi (International Student Advisor, Department of Enrolment).

From NUPT, the EEC met with Q. Liu (Vice President), J. Chao (dean of EUCI), X. Chen (vice-dean of EUCI), X. Shi (department chair), K. Xu (programme coordinator of the MSc at EUCI), S. Yang (programme coordinator of the BSc at EUCI) ; with representatives of the teaching staff, drs S. Chen, Y. Want, Z. Liu, Y. Gao and P. Ling ; and with representatives of the administrative staff, including Y. Zhou (academic secretary), K. Tian (general secretary), Z. Wang (student advisor), and Y. Luo (programme secretary).

The EEC wishes to express its profound gratitude to the members of the administrative staff who — as they all spoke an excellent English — compensated for the linguistic shortcomings of the EEC by way of acting as translators, and thereby making several of the sessions over the day more fluid and efficient.

The EEC also met with representatives of the industrial stakeholders, including W. Liu (Huawei), Q. Zhao (ZTE), B. Li (China Mobile), J. Bian (Kingsoft) and D. Zhang (Feifan), and are grateful for the time they took to illuminate the EEC as to both the role position of NUPT, and the expectations of the programmes delivered by the EUCI, in the local and national industrial ecosystem.

Finally, the EEC had the privilege to meet with a large set of students and graduates from a similar programme at NUPT (that is: delivered partially in English, and in a franchising partnership between NUTP and a foreign university). This provided the EEC with valuable insights in the experience of being a student at NUTP, as well as being a student in a bi-lingual franchised programme at NUTP.

Overall, and before dwelling on the details of the specific programmes, the EEC wishes to note that it sensed a true enthusiasm and optimism about the incipient EUC, the programmes to be offered, and the future collaborations to come — and this both among staff and faculty members (and, though this would be expected, from leadership) from both sides.

B. External Evaluation Committee (EEC)

Name	*Position*	*University*
Thomas Heide Clausen	Professor (Chair)	Ecole Polytechnique, France
Mykola Pechenizkiy	Professor (Member)	TU Eindhoven, The Netherlands
Giuseppe Di Fatta	Professor (Member)	Free University of Bozen-Bolzano, Italy
Nikolas Miltiadous	Student (Student Member)	University of Cyprus
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

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

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

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

Sub-areas

1. **Policy for quality assurance**
2. **Design, approval, on-going monitoring and review**
3. **Public information**
4. **Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
  - *is a part of the strategic management of the program.*
  - *focuses on the achievement of special goals related to the quality assurance of the study program.*
  - *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*
    - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
    - *integrates employer surveys to adapt to evolving workplace demands.*
    - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
    - *is published and implemented by all stakeholders.*

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*
  - *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
  - *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
  - *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*
    - collaborates with industry experts for curriculum development.
    - conducts joint reviews with external academic specialists to maintain academic rigor.
    - performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.
    - establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.
    - conducts regular feedback sessions with local community leaders for societal relevance.

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*

In addition, the program has established mechanisms of transparency & communication to ensure that

- Professional bodies validate program descriptions and outcomes.
- Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- Industry-specific & societal information is regularly updated with expert inputs.
- Alumni testimonials are included for a realistic portrayal of program outcomes.

4. Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
  - *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*
  - *industry trend analysis.*
  - *feedback mechanisms from external partners/stakeholders*
  - *data exchanges with professional networks*
  - *employer insights concerning career readiness*

- *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?*
- *How and to what extent are external stakeholders involved in the quality assurance process of the program?*
- *How is external stakeholder feedback gathered, analyzed and implemented,?*
- *In what ways do external stakeholders assist in making program information publicly available?*
- *How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment outcomes?*

Findings

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

- The programme under evaluation is a conversion programme, affording undergraduates with a non-CS background to become CS professionals
- As such, the programme is constructed around a set of core courses, which introduce computer science fundamentals — and which, therefore, are not expected to be among the prerequisites for candidates applying. Specifically, the programme provides mandatory introductory courses in, and therefore alleviates candidates from satisfying requirements in:
    - Data Structures & Algorithms
    - Computer Architectures & Operating Systems
    - Computer Networking
    - Programming and Programming Languages
    - Software and Database Engineering
- As such, the target candidates for this MSc programme are students who, through their undergraduate degree (i) satisfies general education requirements (ethics, maths, problem-solving skills, …), (ii) have developed academic maturity, and (iii) posses specialised competencies in a non-CS field such as sociology, biology, economics, marketing, etc.
- Beyond the mandatory courses, the programme offers electives, which include a “Algorithms and Complexity”, “Web Technologies orientation”, “Data Mining and Machine Learning”, and “Foundations of AI and ML using Python”. Students are required to select two of these electives. This allows a student flexibility to either, for example, chose to “become a computer scientist” by taking the first elective + any of the three latter, or to add solid data analysis to their undergraduate academic field, by selecting the two latter of these electives.
- Finally, the MSc programme includes a mandatory Masters thesis.
- The programme will be taught at EUCI by a mixture of EUC-faculty who is based in the Cyprus campus (and who are therefore delivering the programme in Cyprus), EUC-faculty who will be based in Nanjing and who will be recruited in the spring 2026, and NUTP-faculty already in place.
- The programme is taught in Cyprus by the computer science department, and is taught in-person and in English.
- Graduates from the programme in Cyprus are highly sought after by employers — and one graduate in Cyprus described the programme as “life changing”.
- The Masters programme respects international guidelines regarding volume, scope, content, and level, and is aligned with the IEEE/ACM recommendations for undergraduate computer science programmes.
- Information about the structure of the programme was clear and communicated to prospective students — however, and is publicly available on-line.

- The detailed syllabus is available online for each course, with procedures in place to update it at the start of the course. The students are assessed on their performance in assignments, participation in the class, and final exams in each course.

- The programme has been run successfully for a number of years in Cyprus, with minimal changes in content and structure until 2025. As part of, and on recommendations from, the EEC charged with the CYQAA accreditation process in 2025, the programme has been completely revised and refreshed — brought up-to-date, and covers the topics expected for a modern conversion MSc in Computer Science.

- The programme is being regularly reviewed following the EUCs Programme Evolution Review (PER). A departmental handbook, produced as part of, and on recommendations from, the EEC charged with the CYQAA accreditation process in 2025, specifies how this is implemented at a departmental level (regularly annually and in preparation for the CYQAA accreditation audits — as well as how it can be initiated on an ad-hoc fashion).

Strengths

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

- The EEC finds that the programme is an excellent and truly unique conversion programme.

- The programme structure is such that it allows undergraduates from a broad variety of fields (*e.g.,* biology, medicine, marketing, economics, sociology, …) to acquire a solid understanding of computer science, and thereby add “digitisation” to their quiver of competencies — even with minimum prior programming or computer science experience.

- The EEC found very committed, energetic, dedicated teaching staff - both existing staff at EUC and at NUPT.

- The EEC met local stakeholders, who confirmed great interest in the future graduates of the programme. The same high employability of graduates at EUC is expected at EUCI.

- The programme is up-to-date, and the process for maintaining it so is well documented.

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.

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.

Further, making student evaluation forms mandatory and establishing stronger feedback loops would significantly enhance student engagement and transparency.

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

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

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

Sub-areas

1. **Process of teaching and learning and student-centred teaching methodology**
2. **Practical training**
3. **Student assessment**

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.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

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.*
- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

3. Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*
  - *The time allocation for each assessment task isexplicitly stated in course outlines, ensuring students are aware of the expected workload.*
  - *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

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

- The detailed syllabus is available online for each course, with procedures in place to update it at the start of the course. The students are assessed on their performance in assignments, participation in the class, and final exams in each course. The breakdown of their for a course is clearly indicated in the syllabus.
- Except for in cases of a grade appeal, midterms and exams are graded only by the instructor. The department is in the process of putting anonymisation of grading of midterm and exam papers in place. Grades for these are reported by the instructor through a validation process including the department chair, and the school.
- The department has a policy that midterm and exam grades are available to the students within 2 weeks — and has put into place mechanisms to enforce this.
- Most courses contain a mixture of theory and application

Strengths

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

- QA mechanisms are in place, ensuring that course syllabi are updated in advance of each course.
- Course syllabi are clear and explicit about the assessment.
- Validation of how the assessment / exams is carried out by the programme director.
- NUPT leadership and external stakeholders value internationalisation and student's experience abroad and support students to go abroad through different scholarships.
- The experience from successful implementation of other overseas programmes that NUPT has been part of, will be helpful both for faculty and students of this MSc in Computer Science.

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 recommends considering that key course exams have a second grader.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

3. Teaching staff *(ESG 1.5)*

Sub-areas

1. **Teaching staff recruitment and development**
2. **Teaching staff number and status**
3. **Synergies of teaching and research**

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.*

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. 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.

- EUCI currently does yet not have EUC faculty members - but is expected to recruit 3 (any rank) during the coming months, to ensure a permanent local "presence" of EUC in Nanjing.
- The EEC estimates that the current faculty members from EUC, and from NUPT who will be delivering the programme, have the relevant formal and substantive qualifications for teaching the individual subjects.
- The programme will thus be taught at EUCI by a mixture of EUC-faculty who is based in the Cyprus campus (and who are therefore delivering the programme in Cyprus), EUCI-faculty who will be based in Nanjing and will be recruited in the spring 2026
- The EEC observed that there is, in the written report, no plan in place for visiting and adjunct Professors, special teaching staff and special scientists for EUCI.
- Faculty members at EUCI employed by EUC have no representation in the Faculty Senate of EUC — however are subject to the decisions of the Faculty Senate of EUC.
- While the instructors are academically competent and motivated, some did not demonstrate full fluency in English.

Strengths

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

- NUPT has highly competent and internationally recognised computer science faculty. The majority of the faculty members who are expected to contribute to the joint programme demonstrate good level of communication in English, are active researchers in their areas, with publications in good venues.
  The EEC was impressed by the motivation of the selected faculty members to organise and execute student-centred education in the joint EUC-NUPT programs. They are familiar about cultural differences and teaching styles.
- EUC and NUPT are actively organising different joint academic activities, including a seminar series, a summer school series, an annual bilateral conference with alternating locations in Cyprus and Nanjing to strengthen their collaboration and contribute to mobility of staff.

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 finds the relationship between EUCI and EUI with respect to Senate representation to be inherently unfair. The EEC recommends that they reflect on how EUCI faculty members can be granted representation on the Faculty Senate.
- 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 be tarred by jealousy.

- Given that the program will be delivered in English, it is crucial to ensure all non-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.

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

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

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

Sub-areas

1. **Student admission, processes and criteria**
2. **Student progression**
3. **Student recognition**
4. **Student certification**

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.*

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.*

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. 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.

- The MSc in Computer Science is presented as a conversion course intended for graduates in a scientific discipline other than computer science, to retrain and add computer science to their quiver of competencies.

- The students are educated in courses reflecting common knowledge and skills in computer science.

- The entry requirement is, per the document submitted in pursuit of accreditation "an undergraduate degree in a Bachelor degree in any area that is approved by the School as the basis for admission to the programme from a recognised academic institution"; proficiency in the English language requirements ; 2 recommendations letters; and, any additional criteria as deemed necessary (e.g., an interview).

- As a Masters degree delivered at EUCI as a franchise to NUPT, additional entry requirements are imposed by way of a sufficient score in the Chinese "Nationwide Master's Program Unified Admissions Examination":
    - In as far as the EEC has been able to independently determine, this generally covers four subjects: English, mathematics, political science, and a subject test in the professional field of the master's program that candidates apply for.
    - This seems aligned with the presentation of the programme done during the site visit, which stated
        - *"Must pass the National Postgraduate Entrance Examination organized by Chinese Ministry of Education and meet the entry score requirements of NJUPT, which includes:*
            - *English*
            - *Mathematics*
            - *Fundamental of Computer Sciences (one professional foundation course)*
            - *Advanced Programming Language (one professional core course)"*

- The EEC examined the computer science specific parts of this "National Postgraduate Entrance Examination", and found that it tests candidates on:
    - Data Structures & Algorithms (up to, and including, graphs and graph algorithms, advanced sorting algorithms up to and beyond Quicksort, etc)
    - Computer organisation and Design (up to, and including, memory management, operating systems, threads & processes, scheduling, synchronisation, …)
    - Computer Networking (from the OSI reference model, through Nyquist's theorem and the intricacies of TCP congestion control, and to routing)
    - Programming and Programming Languages

- Pursuant to the previous point, the EEC finds that the "National Postgraduate Entrance Examination" examinations for the foundation course "Fundamental of Computer Sciences" and for the core course "Advanced Programming Language" do test for advanced competencies, and specifically finds that these competencies:
    - **Would be** expected to be within reach for a candidate with a **BSc in Computer Science,** or in closely related fields.
    - **Would not be** expected to be within reach for candidates from other backgrounds — and, specifically, would not be expected to be competencies found in candidates with undergraduate degrees in economics, marketing, sociology, biology, medicine, etc., without considerable prior preparation and study.
    - **Constitute roughly 2-3 semesters** worth of intense "undergraduate coursework" studies, for a candidate starting with limited to no CS background.

- And finally, that they **are exactly those covered by the mandatory courses** in the MSc "conversion programme" being evaluated.

- Consequently, the EEC finds that in view of that the admissions criteria include the "National Postgraduate Entrance Examination" with "Fundamental of Computer Sciences" as the professional foundation course, and "Advanced Programming Language" as the core course:

  - **It is unlikely** that a candidate successfully passing the admissions criteria would be in need of a "conversion course", since such a candidate already would possess a solid Computer Science background.

  - For a candidate passing this admissions criteria, **the mandatory courses of the MSc would be redundant**.

  - **It is implausible that a candidate in need of a "conversion course"** such as this MSc would be able to pass the admissions criteria.

- The EEC thus finds that the admissions criteria for this MSc programme and within the context of EUCI / NUPT are aligned with neither the stated objective of the programme (a conversion course) nor with the content of the programme.

- The EEC wants to insist that that these findings are a consequence of the context — and not of the intrinsic value or properties of the programme.

Strengths

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

- The course is targeted at graduates in a numerate discipline who wish to gain a postgraduate degree in Computer Science after gaining 90 credits.

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.

- For the reasons enumerated in the Findings, the EEC finds this program to be **non-compliant** in the sub-area of "Student admission, processes and criteria". In order to be accredited, this situation must be remedied. For the success of the programme — academically, for society, for the graduates, and, consequently, also commercially — it is important that the students who ***actually need*** the programme can ***effectively access*** the programme.

- The EEC does not wish to be prescriptive in what approach to take in order to become compliant in this sub-area, for the following reasons:

  - First, this as the EEC does not fully know what constraints are, or are not, flexible (for example: is the "National Postgraduate Entrance Examination" mandatory? And if it is, is it mandatory that the professional foundation course and "professional core course" be these two?).

  - Second, the EEC has the utmost confidence in the coordinator of the programme to be best positioned to understand and balance the different considerations — and has the capacity and experience to competently do so.

- Notwithstanding, the EEC wish to share its thought — collegially and informatively, and not prescriptively — on three different options for resolving this situation:

    1. Align the admission criteria such that the proposed well-designed conversion programme can truly benefit NUPT academically, *i.e.,* to enable that non CS BSc graduates can earn a valuable CS MSc degree. Conversion master programs are widely present in Europe, though are not common in China. Thus the proposed EUCI-NUPT program can become a successful regional trailblazer.

    2. Create a new advanced/specialised CS MSc programme, *i.e.,* a programme targeting primarily CS BSc graduates. This programme would be nationally unique through benefiting from both the vast expertise of NUPT faculty in advanced topics in subareas of CS, and from the student-centred approach to education mastered at EUC.

    3. Revising the currently proposed MSc program (necessarily, both at EUC and at EUCI-NUPT), in order for it to be able to accommodate both non CS and CS BSc graduates.

- From among these options, the EEC notes that option (1) does not require changes of the proposed program. Options (1) and (2) are not mutually exclusive and can lead to not one, but in the long-term to two MSc programmes, each successfully targeting different objectives and student populations. Option (3) may from a management perspective appear to be the most logical, the cheapest, and the most straight-forward to develop — however it is the assessment of the EEC that carries multiple significant intrinsic risks and complexities.

  The analysis behind this assessment is given, for information, below:

    - Option (1): **Align the admissions criteria** for the programme as delivered by EUCI to those applied at EUC-Cyprus. For example by doing away with the "National Postgraduate Entrance Examination", or by proposing different/other professional foundation and core courses.

        - To this end, the EEC has consulted Wikipedia. While this certainly is not an authoritative source, it does say the following regarding the "National Postgraduate Entrance Examination":

          "The preliminary examination generally covers four subjects: English, mathematics, political science, and a subject test in the professional field of the master's program that candidates apply for. The first three subjects are national unified propositions. Depending on the professional fields, some subject tests are propositions by the universities where candidates apply for, and some subject tests are national unified propositions."

          Thus, it may be a worthwhile option to investigate if it is possible to substitute the "subject test" from these "national unified propositions" (the foundations and core course) to propositions by the university, in alignment with the specificities of this programme.

        - If this option is pursued, its feasibility may need to be validated with NUPT, and/or with the relevant Chinese accreditation authorities.

    - Option 2: **Create a new MSc** to offer at EUCI— which aligns with the profile of the students having passed the "National Postgraduate Entrance Examination" with these professional foundation and core courses successfully. This would no longer be a "conversion programme" but could be either advanced CS or a specialisation thereof (AI, Cybersecurity, Health-informatics, …) — and would, obviously, be subject to separate accreditation.

- Option 3: **Revise the currently proposed MSc programme for "dual service"** to accommodate for both students with and without a strong CS background, and deliver the same programme in both Cyprus and in China, and without aligning the admissions requirements between the two programmes (*i.e.,* without doing Option 1). This is the option which the EEC can understand may appear appealing, but which the EEC believes to multiple significant intrinsic risks.

  De-facto this option cannot be simply a "cosmetic" change as it will yield multiple entry profiles into the programme, therefore requiring defining multiple paths through the curriculum and adding a significant number of additional new advanced level courses. Consequently such a programme would not be a simple evolution of the programme currently delivered in Cyprus, but a brand new programme requiring major structural changes — and, consequently, a thorough evaluation of what would be a de-facto new program before approval.
  The EEC is worried that either of the Areas/Subarea that are currently assessed as compliant for the proposed conversion program may become non-compliant if the nature of the program is changed to accommodate both CS and non CS bachelors.

- The EEC insists that it will not prescribe either, or indeed any, of these three options — which are, rather, provided as potential inspiration for the program coordinator and her team to decide which path to prioritise.

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

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

5. **Learning resources and student support** *(ESG 1.6)*

Sub-areas

1. **Teaching and Learning resources**
2. **Physical resources**
3. **Human support resources**
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.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

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.

- The students can be involved in individual projects in collaboration with local companies who can be potential employers — and the stakeholders that the EEC met expressed strong motivation for being involved in the programme.
- The EEC takes mental health seriously and have a dedicated unit staff with trained personnel to counsel the students and staff — and EUCI/NUPT has matching facilities and services.
- All the buildings on the NUPT campus had lifts for easy access with students in wheelchair.
- The students will have access to several well-stocked cafeteria for relaxing away from work and in between lectures, on the NUPT campus.
- NUPT has good library facilities with access to recommended text books, journals and conference proceedings — which will be available to the students in this programme. They will, additionally, have access to extensive on-line library services provided by the EUC-Cyprus campus.
- Computing laboratory facilities at NUPT are well equipped and abundant.

Strengths

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

- A trail blazer conversion Masters course with access to library, computing resources and dedicated teaching staff and mental health counselling in a campus for wheelchair bound students.

Areas of improvement and recommendations

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

Click or tap here to enter text.

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

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

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

Sub-areas
1. **Selection criteria and requirements** 2. **Proposal and dissertation** 3. **Supervision and committees**

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*

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.*

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.*

Findings

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

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

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

Click or tap here to enter text.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

D. Conclusions and final remarks

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

The EEC recognises the quality of the M.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.

However, the EEC finds that the context wherein the programme will be delivered in Nanjing is sufficiently different for it sub-area 4.1 *"Student admission, processes and criteria"* to be considered as **non-compliant.**

The EEC finds that in view of the programme objectives, and the competencies verified by the "National Postgraduate Entrance Examination" which is part of the admissions criteria, the students who can access the programme are those who will neither need nor benefit from the programme — and, at the same time, those who need and can benefit from the programme will not be able to successfully pass that "National Postgraduate Entrance Examination" and thus will not be able to access the programme.

Notwithstanding, 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 and those at EUCI. The **EEC strongly recommends** the leadership at EUC to proactively ensure fair and equal consideration of these two groups.

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.

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:

- 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 to Nanjing) might be an additional motivator.

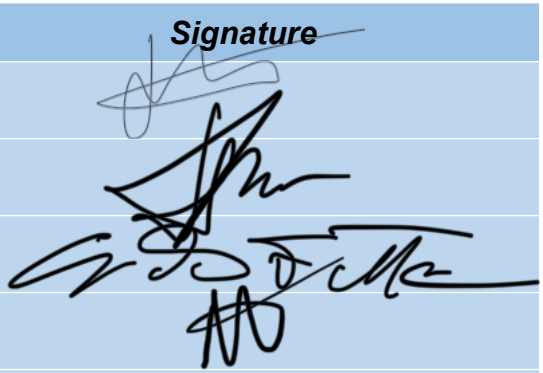
- Ethics and values: EUC presented a vision of promoting European values through the education that it provides. Nationally, China has been active in promoting ethical considerations in modern computer science and AI, (*e.g.,* the Position Paper of the People's Republic of China on Strengthening Ethical 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 EEC suggests introductory / general-ed training, about cultural differences for students, faculty and support staff.

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 program.

As part of the reflections on MSc programmes, the EEC suggest that in view of the competencies of the two institutions — and, in particular of the two B.Sc. programmes being targeted for joint delivery by the NUPT and EUC in Nanjing, it would be interesting to explore a MSc in a field such as “Health Informatics”

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.

E. Signatures of the EEC

Name	*Signature*
Thomas Heide Clausen (Chair)	
Mykola Pechenizkiy	
Giuseppe Di Fatta	
Nikolas Miltiadous	
Click to enter Name	
Click to enter Name	

Date: 2025-10-16