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ΔΙΠΑΕ CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Doc. 300.3.1

Date: 17/05/2021

External Evaluation Report
(Departmental)

- **Higher Education Institution:**

  Neapolis University Pafos
- **Town:** Pafos
- **School/Faculty:** Economics, Administration and Computer Science
- **Department:** Computer Science
- **Department's Status:** New Department

- **Programme(s) of study under evaluation: Name (Duration, ECTS, Cycle)**

Programme 1
In Greek:
Εφαρμοσμένης Πληροφρικής
In English:
Applied Computer Science (4 years, 240 ECTS, BSc)

Department's programmes (to be filled by the CYQAA officer and verified by the EEC):

DEPARTMENT	PROGRAMMES OF STUDY	ACCREDITED PROGRAMMES BY CYQAA
Computer Science	BSc in Applied Computer Science	
	07.14.281.026 - Information Systems and Digital Innovation (1.5 academic years, 90 ECTS, Master)	Date of Commencement: Fall Sem 2019 - 2020 Date of Expiry: Spring Sem 2024

A. Introduction

This part includes basic information regarding the onsite visit.

The committee virtually evaluated the Department of Computer Science of the Neapolis University Pafos on May 10th, 2021. We had the opportunity to meet with faculty members, students, administrators and University representatives. Useful discussions took place, all our questions were properly addressed. We would like to commend the passion of the staff and students for the departmental work and development and the useful input and information provided to the panel.

We also appreciate the assistance provided by the CYQAA staff both in the preparation of the material before the visit and in supporting the logistics of conducting remote evaluations.

Where additional documentation was requested during the visit, these were provided in a timely manner.

B. External Evaluation Committee (EEC)

Name	Position	University
Chris Johnson	Pro Vice Chancellor	Queen's University Belfast
Eleni Mangina	Professor	University College Dublin
Peter Triantafillou	Professor	Warwick University
Ilias Kalaitzidis	Student Representative	University of Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report refers to the Department as a whole (programmes offered, teaching staff, administrative staff, infrastructure, resources, etc.).*

- *The external evaluation report follows the structure of assessment areas and sub-areas.*

- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

  1 or 2:   Non-compliant

  3:   Partially compliant

  4 or 5:   Compliant

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*

- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*

- *In addition, for each assessment area, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

  Findings

  A short description of the situation in the Department based on evidence from the Department's application and the site - 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 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.***

- ***The report may also address other issues which the EEC finds relevant.***

1. Department's academic profile and orientation
(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

> 1.1 **Mission and strategic planning (including SWOT analysis)**
> 1.2 **Connecting with society**
> 1.3 **Development processes**

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria	
1. Department's academic profile and orientation	
1.1 Mission and strategic planning (including SWOT analysis)	**1 - 5**
1.1.1	The Department has formally adopted a mission statement, which is available to the public and easily accessible.	5
1.1.2	The Department has developed its strategic planning aiming at fulfilling its mission.	4
1.1.3	The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	4
1.1.4	The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.	4
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	4
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	3
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The Department is a relatively small but coherent group focussing on the teaching of applied Computing Science but with research strengths in distributed computation and robotics. The SWOT analysis is frank. The Department provides a clear and well justified set of principles in the opening statements of its submission. However, the medium and long terms ambitions are embedded within the text - they were clarified during discussions about the ambition for growth. Although we established the role of different groups within the academic community in developing these objectives and ambitions, it will be

important to ensure that processes are created whereby the various stakeholders are formally consulted so that they share the ambitions of the Department and maintain the existing high quality of support for students and staff.

Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.
2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

There is a strong sense of coherence across the School with the focus on "applied" computing.   This term is justified in the sense that students can draw on a wide range of courses from other Departments.   However, the core computing syllabus is comparable to that available in other CS departments around Europe.

Provide suggestions for changes in case of incompatibility.

In the future, additional formal courses might be considered to help students apply computing in a range of different contexts - for example, in support of public administration, of healthcare etc that would be relevant to the local community and where other factors are important beyond those that affect SMEs. We also acknowledge the strong support provided for students in developing SMEs within the Department.

The report might arguably could say more about the sustainability of the Department with relatively small cohorts, especially as there is growing competition for students across the globe. How to achieve critical mass in research and the alignment of individual research strengths with wider University and national strategy?

1. Department's academic profile and orientation

1.2 Connecting with society		1 - 5
1.2.1	The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	4
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	4
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	4
1.2.4	The Department has an effective communication mechanism with its graduates.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

There is strong engagement with local industry and also with schools through their outreach work. These links are reinforced by the fact that many students live in the local community.   Information is provided through their web site and through these talks.   There is a clear link to local Schools through

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visits, talks and involvement in competitions; for instance covering IoT.   There are links identified through MoUs with local companies

The graduates we spoke to remained very engaged with the work of the Department.

However, it would be good to draw clearer links between these many valuable activities and the core values of the Department - in terms of achieving societal impact. It would be good to know more about the ambition of the Department, its vision for the future of the discipline. What are the future ambitions for having a positive impact and how might it be measured? Other links might be drawn between these societal objectives and the academic content of the courses - clarifying the manner in which ethical and societal concerns are addressed in all courses.

1. Department's academic profile and orientation

1.3 Development processes		1 - 5
1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.	5
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	4
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	4
1.3.4	The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

We were provided with information about the processes and procedures used to attract and select both permanent and part time staff - as well as staff from other Departments within the School.   We were told of the ambition to recruit additional staff especially as PGT courses increase and also with the ambition of supporting more PhD students to drive research.

Existing processes for staff development are described at an individual level. However, very little is said about the development of teams within research or teaching. With relatively small Departments this can be difficult but how can courses be resourced if members of staff are ill or otherwise absent for short periods of time? More could be said about how the Department responds to changes in the discipline and then ensures staff are available to cover those changes.

Later sections of our report will document the need to adopt more formal policies to ensure progress towards a more diverse and inclusive environment for staff and students.

Some aspects of the strategy for recruiting students from outside Cyprus; especially the award of a separate degree certificate and also the validation of courses by Middlesex deserve greater clarification with the CYQAA so that everyone is convinced the Department meets the expectations of a conventional degree programme within its undergraduate curriculum (rather than providing multiple

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awards). Staff were open and transparent about what is going on but it is hard for the panel to judge where this fits within the CYQAA expectations.

Additionally, write:

- Expected number of Cypriot and international students

- Countries of origin of international students and number from each country

We requested updated figures via CYQAA (11th May 2021) and received the following replies.

Expected number of Cypriot and international students

The marketing Department estimates 25 new students every year. It is estimated that 15 students will be Cypriots and Greeks (or permanent residents of Cyprus), and ten will be international.

Countries of origin of international students and number from each country

Estimated:

Nigeria: 3-4
Malawi: 3-4
Zambia: 3-4

Findings
A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

In summary, we find that the Department has a clear sense of direction, supported by strong processes to recruit staff and students.   There are some caveats about whether funding is in place to meet future research ambitions and to enable potential growth in the overseas student cohort but the situation would be typical for many similar institutions.   We have some caveats about the external validation and about equality/diversity processes.

When time allows, **it will be important to update sections of the report which was first drafted in 2019.** This did not affect our evaluation given the impact of the COVID pandemic and the open way in which all staff supported our site visit.

The student perspective found that NUP professors seem to understand the existence of a gap between academics and real-life work experience and have taken steps to reduce this gap by giving the opportunity to students to experience the hiring processes and an actual work environment, something that is valuable for an undergraduate, as well as teaching skills that are currently being used by corporations.

Students and alumni enjoy their studies and have good relations with their professors even discussing private issues with them, although the panel had feedback only from students at year 3 of their studies.

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

The pre-visit materials were clear and comprehensive.   They documented the relevant internal processes, procedures and structures.

We also commend all staff on their enthusiasm and commitment as evidenced during the virtual visit.

The students we spoke to were generous in their praise for the Department and described a strong sense of belonging to the Department.

Staff and students were able to identify some of the learning outcomes and most of the guiding principles that motivate the Department and these are all strongly aligned with societal values - evidenced by engagement with the local community and national priorities.

Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.

Greater clarity is needed in terms of the trade-offs to be made between financial returns to the investors who have supported the initial development of the School and the continuing needs of staff and students under any future expansion of the School.   There were no explicit commitments to future funding for PhD students, for instance, which can ensure the future excellence of the technical content across many different courses.

We observe that there is some complexity in the CYQAA validation of a degree that is already externally validated by the University of Middlesex. We have not let this drag down any of the grades but it needs to be a focus for continuing discussion between senior staff across the University and the CYQAA.

Later sections of our report will document the need to adopt more formal policies to ensure progress towards a more diverse and inclusive environment for staff and students.

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

Sub-area	Non-compliant / Partially Compliant / Compliant
1.1 Mission and strategic planning	*Compliant*
1.2 Connecting with society	*Compliant*
1.3 Development processes	*Compliant*

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2. Quality Assurance
(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas
2.1   System and quality assurance strategy **2.2   Quality assurance for the programmes of study**

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3:   Partially compliant
4 or 5: Compliant

Quality indicators/criteria	
2. Quality Assurance	
2.1 System and quality assurance strategy	**1 - 5**
2.1.1	The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.	5
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	4
2.1.3	The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	4
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Department's activities:	
	2.1.4.1 Teaching and learning	5
	2.1.4.2 Research	4
	2.1.4.3 The connection with society	4
	2.1.4.4 Management and support services	3
2.1.5	The quality assurance system promotes a culture of quality.	4
2.1.6	Students' evaluation and feedback	4

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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The formal quality assurance processes focused on teaching and, to a more limited extent, on research. They were appropriate. The Department has clear and well documented processes for Quality control - based on the PROSE questionnaire but supplemented by observations, peer review etc. As with the development of staff, these tend to focus on the Department and on individuals not on teams or on areas of the syllabus - where some areas may be better than others.

Some of the processes are informal - for example, in communication with other Departments in the school and this is entirely appropriate for the present size of the University. However, more formal mechanisms may be required to ensure that students who study courses from other areas of the School achieve intended learning outcomes . For instance, additional formative monitoring processes may be needed when Computing Science students study Psychology or Economics as part of larger groups with less of a background in those disciplines.

We had less visibility of the formal processes used to ensure quality control over the connection with society and over management/support services. One suggestion would be to form an industrial advisory board from the local companies who have MoUs in place.

2. Quality Assurance

2.2 Quality assurance for the programmes of study		1 - 5
2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective, which have been presented and discussed.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	4
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	4
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	5
2.2.7	The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff.	4
2.2.8	Names and position of the teaching staff of each programme are published and easily accessible.	4

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2.2.9	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	4
2.2.10	The Department flexibly uses a variety of teaching methods.	4
2.2.11	The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	5
2.2.12	The Department analyses and publishes graduate employment information.	5
2.2.13	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:	
	2.2.12.1 Building facilities	5
	2.2.12.2 Library	4
	2.2.12.3 Rooms for theoretical, practical and laboratory lessons	4
	2.2.12.4 Technological infrastructure	3
	2.2.12.5 Academic support	5
2.2.14	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	4
2.2.15	The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.	4
2.2.16	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	4
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	N/A
2.2.18	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	N/A
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	N/A
2.2.20	There is a clear policy on authorship and intellectual property.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

We had access to clear and documented policies for monitoring and the implementation of programmes; somewhat less information about how the curriculum evolves with changes in the discipline and in

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response to the needs of employers. Similarly, although there are clear mechanisms in place for providing feedback each year there was no detail about the processes used to chart progress over a number of years; for example to ensure that an issue does not recur.

Plagiarism policies and disciplinary matters are described in a clear and coherent manner.   The report lacked some detail on the expectations of staff and students over the provision of materials (lecture notes, sample solutions, feedback on assessments etc).

It is hard to assess the buildings and other facilities from a virtual evaluation although the tour that was provided gave a powerful impression of the environment; which is a strong attraction for the University. care will need to be taken that this is not undermined as numbers rise.   The support staff described the manner in which additional computational facilities could be provided during peak times - as more students need access to complete assessments.   The arrangements in place to deal with COVID were also appropriate.

During the visit, stakeholders did mention a desire to have more clearly dedicated labs that could be used for students to explore alternate computational architectures and environments. This view was not shared by all of the groups we spoke to, however.

Students were broadly happy across all areas although there were some minor concerns over the limited parking that was available at peak times.

Findings
A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The documents provided to us with a clear understanding of the processes and procedures that maintain the quality of service across the Department. As might be expected, these focus on teaching activity and on staff appraisals. These were appropriate and were validated during the virtual site visits.

From the student perspective it was found that study material is freely available with no need to buy textbooks for additional costs.

Student representatives meet with the department staff once a month. Currently there are 2 students representing all the Department. Since the number of enrolled students is not very high this is not a big issue, but it could become one since they are expecting an influx of students in the following years mainly from 3rd countries. When this happens 2 students cannot realistically represent all these student's concerns so more representatives will be needed.

The increase of enrolled students may also affect the availability of the computers in the computer lab. Currently there seems to be an almost one to one ratio of students which is good, but in the future some students may struggle to find a workspace especially if deadlines from different years line up. Fortunately, the staff is aware and ready to increase the number of computers if the see an increase of enrollments in the summer

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

The quality control and audit processes were clear and coherent and appropriate for the existing size of operations across the Department.   Administrative staff understood their responsibilities as did the academics.   Students reported good experiences in having their concerns listened to.

Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.

As the scale of operations hopefully increases, there may be a need to follow more formal processes to ensure for instance that staff provide feedback on time and to ensure that the level of feedback is appropriate for students from a range of international backgrounds.

Additional detail could be provided about the interventions that might be taken when colleagues do not meet necessary quality thresholds.   It might also be good to have known more about the processes for induction in supporting new staff and also the role of appropriate mentors beyond immediate line managers.

Although support services for the students are in place, the panel would recommend the establishment of an EDI (Equality, Diversion, Inclusion) Committee with students and staff representatives for support of underrepresented academic communities. Within the quality assurance strategy, it would be beneficial for the department to have a monitoring process and data collection on a yearly basis.

More formal approaches may be needed to evaluate research and professional services as the scale increases.   This is important as Universities grow because pay differentials may be needed to attract and then to retain experts in areas of greatest demand - which in turn requires more detailed forms of performance evaluation. At present, these are not necessary - for similar reasons, we cannot comment on the quality control processes associated with PhD supervision.

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

Sub-area	Non-compliant / Partially Compliant / Compliant
2.1 System and quality assurance strategy	*Partially Compliant*
2.2 Quality assurance for the programmes of study	*Compliant*

3. Administration
(ESG 1.1, 1.3, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria	
3. Administration	**1 - 5**
3.1 The administrative structure is in line with the legislation and the Department's mission.	4
3.2 The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.	4
3.3 The administrative staff adequately supports the operation of the Department.	4
3.4 Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions.	4
3.5 The Department applies effective procedures to ensure transparency in the decision-making process.	3
3.6 Statutory sessions of the Department are held and minutes are kept.	4
3.7 The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions.	4
3.8 The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	4
3.9 The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	4
3.10 The Department has appropriate procedures for dealing with students' complaints.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

There are relatively few details about the administrative organization of the Department (see page 98 onwards). Those details that are provided are nevertheless sufficient to give a clear overview of the main roles and the numbers of students are relatively small.   There seems to be relatively limited clerical support but again this is appropriate at present. As the numbers of students grow and the activities diversify - for instance as a consequence of increased research income these may be an increasing need to provide additional support or to allocate existing administrative provision in more flexible ways. There is lack of concrete recruitment and internationalisation strategy for the school and plans for maintaining academic visitors within the department.

Findings
A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

There is a relatively small but well organised administrative function within the Department.   Duties are clearly described.

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

The administrative team are well motivated and supported by defined processes.

The students and staff feel that they are adequately supported.

 Informal communications mechanisms provide flexible means for administrative staff to ensure that academic colleagues meet deadlines and respond to requests for information.

Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.

Although plans are in place to gradually grow student numbers and to increase research intensity, relatively little was said about any consequent growth in administration.

There were no explicit quality assessment procedures mentioned that focussed on administrative functions, including opportunities for team development and for personal progression.

Please select what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
3. Administration	*Compliant*

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4. Learning and Teaching
(ESG 1.2, 1.3, 1.4, 1.9)

Sub-areas
4.1 Planning the programmes of study   **4.2 Organisation of teaching**

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:   Non-compliant
3:   Partially compliant
4 or 5:   Compliant

Quality indicators/criteria		
4. Learning and Teaching		
4.1 Planning the programmes of study		**1 - 5**
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	4
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	3
4.1.3	Intended learning outcomes, the content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).	4
4.1.4	The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	4
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	3
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study, although it is unclear whether members from all gender identities voice is heard and at what stage the industry input is provided. It is not clear how the industry links are impacting the changes of the curriculum.		
4. Learning and Teaching		

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4.2 Organisation of teaching		1 - 5
4.2.1	The Department establishes student admission criteria for each programme, which are adhered to consistently.	4
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	4
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	4
4.2.4	The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	4
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	4
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	4
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	4
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
The committee felt that the department has good organisation of teaching, mentoring and plagiarism policy.		

Findings
A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The department offers good quality BSc. and MSc programs with clear quality assurance and assessment policy and with a dedicated Quality Assurance Committee.

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

The committee felt that the department is making a good effort to offer the highest possible level of education to the students. The committee needs to praise the institution for the support mechanisms, academic mentors and keeping the student audience to max 30 people.

Areas of improvement and recommendations

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

The department has had an increasing but small international student intake for the last 3 years (i.e excluding Greek students). We would encourage the department and the University to take a strategic approach to attract international students.

The committee has some concerns in terms of all genders' representatives' voice to be heard during the monitoring and design of the curriculum. We would advise for an Equality, Diversion, Inclusion Committee (EDI) to be actively involved with the Departmental Teaching monitoring as a support mechanism for teaching staff and students. Although each student has an academic mentor, there has been scientific evidence that students benefit from the inclusion of student mentors in the support services of the department, where the mentor is at a higher stage of studies.

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

Sub-area	*Non-compliant / Partially Compliant / Compliant*
4.1 Planning the programmes of study	*Compliant*
4.2 Organisation of teaching	*Compliant*

5. Teaching Staff *(ESG 1.5)*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3:   Partially compliant
4 or 5: Compliant

Quality indicators/criteria	
5. Teaching Staff	**1 - 5**
5.1 The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	3
5.2 The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	3
5.3 The visiting Professors' subject areas adequately support the Department's programmes of study.	3
5.4 The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	4
5.5 The ratio of special teaching staff to the total number of teaching staff is satisfactory.	4
5.6 The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	4
5.7 The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study.	4
5.8 Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

There is a good student/staff ratio and there is an adequate feedback process for teaching staff for teaching and learning evaluation by the students.

Also, write the following:
- Number of teaching staff working full-time and having exclusive work: 5
- Number of special teaching staff working full-time and having exclusive work: 1
- Number of visiting Professors: 2

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- Number of special scientists on lease services

Click to enter text.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

A large proportion of the teaching load is performed by male tenure - track academics. The learning process is teaching focused and there are clear processes for visiting staff and feedback to teaching staff on their teaching performance with specific criteria.

Strengths

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

The committee felt that the department is making a good effort to offer feedback to the teaching staff and involved visiting Professors and external evaluators. Special Teaching staff has also been assigned to the department with appropriate qualifications.

Areas of improvement and recommendations

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

There are only 4 core Computer Science staff members in the department and the panel recommends a targeted staff recruitment strategy to significantly increase the number of the core CS staff members (with special focus on the job description to be female friendly).

Although there was no gender identifiable data for the Teaching Staff information, it was evident that the Department is a male dominated space. The committee is recommending the inclusion of an EDI policy and a female welcoming job description for future teaching staff recruitment processes. The committee is also recommending to the department to consider a self assessment exercise that takes place under the Athena SWAN Application process, which will assist the department to self-reflect on an action plan to deal with gender equality issues, diversity and inclusion. There is a lack of "true" visiting professors. The panel has met special teaching staff instead of visiting professors.

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
Teaching staff number, adequacy and suitability	*Partially Compliant*
Teaching staff recruitment and development	*Compliant*
Synergies of teaching and research	*Partially Compliant*

6. Research
   (ESG 1.1, 1.3, 1.5, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

        1 or 2: Non-compliant

        3:   Partially compliant

        4 or 5: Compliant

Quality indicators/criteria	
6. Research	**1 - 5**
6.1 **The Department has a research policy formulated in line with its mission.**	**4**
6.2 **The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.**	**4**
6.3 **The Department provides adequate facilities and equipment to cover the staff and students' research activities.**	**4**
6.4 **The Department has the appropriate mechanisms for the development of students' research skills.**	**4**
6.5 **The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.**	**3**

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6.6	The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	4
6.7	The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	4
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	2
6.9	The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.	3

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click to enter text.

Findings
A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Only 4 CS research active staff.

Only a small set of CS subareas are covered.

External funding is very small and the current makeup of projects is not research intensive.

International overall presence of the department is very small.

There exists an unwarranted emphasis on some journals as a quality indicator for faculty members research outputs. This goes against what is typical in CS where specific conferences are considered to be the most prestigious publication venues for many subareas of CS.

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

Proper policies are set-up for research engagement.

Some externally funded projects already – albeit they do not appear to be research-intensive.

Department appears to be aware of key deficiencies.

Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.

Need critical mass for research impact.

Need focus on / identify specific sub-areas of CS to target. As it will take time for the department to grow to an adequate size (e.g., 20 CS academic staff) it is encourage for the department to identify first specific areas of CS where high research expertise will be sought.

Need much more externally funded projects.

Need to allow staff more research time – 83 days a year are not enough if the Dept wants to be a point of reference for research excellence, as a claaimed.

Need to provide internally funded projects for new faculty especially.

Need associate with stronger partners with respect to research collaborations, both from industry and other Universities and the public sector.

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
Research mechanisms and regulations	**Compliant**
External and internal funding	**Partially Compliant**
Motives for research	**Partially Compliant**

7. Resources *(ESG 1.6)*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3:   Partially compliant
4 or 5: Compliant

Quality indicators/criteria	
7. Resources	**1 - 5**
7.1 The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	4
7.2 The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	3
7.3 The Department's profits and donations are used for its development and for the benefit of the university community.	3
7.4 The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	4
7.5 The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	4
7.6 The Department's external audit and the transparent management of its finances are ensured.	4
7.7 The fitness-for-purpose of support facilities and services is periodically reviewed.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click to enter text.

Findings
A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The Dept has by and large the appropriate mechanisms in place for 7.7, 7.6, 7.5.

More clear information is needed on the budget and what percentage of it is used to enhance teaching and research.

Owing to its relatively small size, the Department's resources are adequate. This, however, may not be the case if/when the Department grows and more investments must be made.

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

See above.

Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.

More transparency on what the budget is and how it is spent and re-invested towards the improvement of the programme and the Department.

A clear plan is needed to be in place for the case of increased student population. Will this be capped? When and how?

Also, what will happen if there is a drop in the incoming student population?

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
7. Resources	Partially Compliant

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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 Department under review may be achieved.

The committee virtually evaluated the Department of Computer Science of the Neapolis University Pafos on May 10th, 2021. We had the opportunity to meet with faculty members, students, administrators and University representatives. Useful discussions took place, all our questions were properly addressed. We would like to commend the passion of the staff and students for the departmental work and development and the useful input and information provided to the panel.

We also appreciate the assistance provided by the CYQAA staff both in the preparation of the material before the visit and in supporting the logistics of conducting remote evaluations.

Where additional documentation was requested during the visit, these were provided in a timely manner.

In summary, we find that the Department has a clear sense of direction, supported by strong processes to recruit staff and students. The Department is a relatively small but coherent group focussing on the teaching of applied Computing Science but with research strengths in distributed computation and robotics. The SWOT analysis is frank. **T**he Department provides a clear and well justified set of principles in the opening statements of its submission.
The students we spoke to were generous in their praise for the Department and described a strong sense of belonging to the Department.

When time allows, **it will be important to update sections of the report which was first drafted in 2019.** This did not affect our evaluation given the impact of the COVID pandemic and the open way in which all staff supported our site visit.

The report might arguably could say more about the sustainability of the Department with relatively small cohorts, especially as there is growing competition for students across the globe. How to achieve critical mass in research and the alignment of individual research strengths with wider University and national strategy? There is a need for more externally funded research projects and then the time for staff to participate in them. It was unclear to the panel how this might be achieved at the same time as addressing the longer term growth in teaching activities.

Although support services for the students are in place, the panel would recommend the establishment of an EDI (Equality, Diversion, Inclusion) Committee with students and staff representatives for support of underrepresented academic communities. Within the quality assurance strategy, it would be beneficial for the department to have a monitoring process and data collection on a yearly basis. This mirrors comments made as part of the programmatic review.

E.   Signatures of the EEC

Name	Signature
Prof. Chris Johnson	
Prof. Eleni Mangina	
Prof. Peter Triantafillou	
Ilias Kalaitzidis	

Date: 17/05/2021