

## Higher Education Institution's Response on Regulated Professions Representative Form

### A. General Comments

We would like to take this opportunity to thank the Cyprus Scientific and Technical Chamber (ETEK) for its representation and contribution in the evaluation of the Department and its two programmes BSc Computer Science and BSc Data Science (Athens campus) on May 29, 2025. During the on-site visit, together with the External Evaluation Committee (EEC) members, the ETEK representative met some of the faculty supporting the programme, and had separate meetings with students and alumni of the programme from the Nicosia campus, as well as external stakeholders that are members of the Department of Computer Science Advisory Board.

We would like to also thank the ETEK for their **very positive** comments and their constructive feedback.

More specifically, the ETEK states, amongst other:

- “The BSc programs in Computer Science (CS) and Data Science (DS) offered by the University of Nicosia – Athens Campus (UNIC-Athens) fully comply with the core course requirements set by ETEK.”
- “The CS program requires 18, and the DS program 16, core Computer Science courses, covering a comprehensive range of subjects essential for professional registration. Consequently, upon successful accreditation by CYQAA, graduates will be eligible for registration with ETEK in the specialization of Computer Science, under the field of “Electronic Engineering, including Information Technology Engineering.”
- “The University of Nicosia Athens Campus demonstrates significant strengths in maintaining high educational standards, fostering strong industry collaboration, creating supportive learning environments, and promoting inclusive practices.”

It should be noted that, both, the BSc in Computer Science as well as the BSc in Data Science are accredited by ETEK (<https://etek.org.cy/el/anagnorismena-programmata-spoudon>).



### B. Institution's response comments on recommendations:

| Areas of improvement and recommendations <b>by Regulated Professions Representative</b>  | Actions Taken by the Institution   | For Official Use ONLY       |
|--|--|-----------------------------|
| 1. “Regarding External Stakeholder Involvement in Internal Quality Assurance (ESG 1.1), it is recommended that the institution formalize and | While the Department currently maintains an Advisory Board, we agree that establishing a more structured framework — including regular meetings with all members and a formal mechanism for feedback — would enhance the relevance and responsiveness of | Choose level of compliance: |

|  |   |                                    |
|--|---|------------------------------------|
| <p>clearly document the roles and responsibilities of external industry stakeholders within its quality assurance framework. While existing advisory groups provide valuable input, their engagement could be strengthened through more structured and transparent processes.”</p>   | <p>our programmes. To this end, the Department is planning to convene Advisory Board meetings at the end of each academic year, with the aim of reviewing current industry trends and advancements and ensuring their alignment with our curriculum. The composition of the Board will include the external advisory board members and is extended to include Athens-based industry partners, the Head and program coordinators, an Athens Campus representative as well as a student member.</p> |                                    |
| <p>2. “Similarly, stakeholder involvement in Program Design (ESG 1.2) and Ongoing Monitoring and Periodic Review (ESG 1.9) would benefit from structured and formally documented procedures. Building on current informal practices, the use of tools such as feedback forms, meeting minutes, and surveys (also addressing ESG 1.7 – Information Management) would help capture stakeholder insights more systematically. Clear communication of these inputs (ESG 1.8 – Public Information) would further improve transparency and strengthen stakeholder relationships.”</p> <p>“Establishing regular intervals, such as annual or biannual consultations, along with clearly defined expectations for stakeholder contributions (e.g., graduate employability data, employer feedback, skills gap analysis, and future</p> | <p>As suggested by ETEK, stakeholder involvement in program design and the ongoing monitoring and periodic review, will be formulated in a more structured, well-documented and transparent way as indicated in point 1, above.</p>   | <p>Choose level of compliance:</p> |

|   |   |                                    |
|---|---|------------------------------------|
| <p>skills trends), would enhance the effectiveness of stakeholder input and support alignment with labor market needs and the European Qualifications Framework (EQF)."</p>   |   |                                    |
| <p>3. "From the perspective of the professional body, increasing student participation in structured internships and industry-linked projects would better align with employer expectations and facilitate smoother transitions into the workplace. While the Computer Science program offers a solid selection of electives in cybersecurity and artificial intelligence, the Data Science curriculum would benefit from the inclusion of similar applied content to meet industry demands and address emerging digital challenges."</p> | <p>The programme provides opportunities from interactions with the industry in a number of ways, including:</p> <ul style="list-style-type: none"> <li>- Course projects which involve data collection from, and/or prototyping with a relevant business or other user group. Examples of courses which include such projects are: COMP-201 Systems Analysis and Design, COMP-401 Software Engineering, COMP-263 Human-Computer Interaction.</li> <li>- The industry placement courses in both programs (COMP-492 and COMP-449) promote the placement of good students in businesses that collaborate as partners on this scheme. The students' assignments, progress, and evaluation are followed in a systematic and structured way as part of the course COMP-492 Industry Placement (for BSc CS) and COMP-449 Industry Placement in Data Science (for BSc DS) which can earn the student 6 ECTS.</li> <li>- A final year project (COMP-498, COMP-499 for CS; COMP-494, COMP-495 for DS) that is completed in two semesters for 12 ECTS is a large piece of work that many times requires the student to work on a real business problem with reference to a specific industry sector.</li> <li>- Programme elective courses introduce current trends in the area of study and correspond to real industry needs, thus aim to equip the students with the knowledge and skills necessary to work in related areas. These electives are taught by faculty with specialization and often industry experience in the field of study.</li> </ul> | <p>Choose level of compliance:</p> |

### C. Higher Education Institution Academic Representatives

| <i>Name</i>                | <i>Position</i>  | <i>Signature</i>  |
|----------------------------|--|---|
| <b>Athena Stassopoulou</b> | Professor and Head of Computer Science Department            |  |
| <b>Dimitris Drikakis</b>   | Professor and Dean of the School of Sciences and Engineering |  |

**Date:** 07/07/2025