Doc. 300.1.2

Date: 07/07/2025

Higher Education Institution's Response

- **Higher Education Institution:**
  University of Nicosia (Branch Athens, Greece)

- **Town:** Athens, Greece

- **Programme of study**
  Name (Duration, ECTS, Cycle)

  In Greek:

  Επιστήμη Δεδομένων (4 ακαδημαϊκά έτη, 240 ECTS,

  Πτυχίο (BSc))

  In English:

  Data Science (4 academic years, 240 ECTS, Bachelor
  (BSc))

- **Language(s) of instruction:** English

- **Programme's status:** Currently Operating

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*

- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*

   - *the areas of improvement and recommendations of the EEC*
   - *the conclusions and final remarks noted by the EEC*

- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*

- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

0. Introduction

We would like to thank the External Evaluation Committee (EEC) for their professional and thorough work during the on-site evaluation of the BSc in Data Science programme (Athens, GR campus) on May 29, 2025. We would also like to express our appreciation for the collegial and constructive approach with which they conducted their evaluation. During the visit, the EEC met 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 thank the EEC for their **extremely positive** evaluation where 13 out of 16 quality indicators received the top rating of "*Compliant*" (amongst the choices of compliant, partially compliant, non-compliant) and 3 indicators receiving a "*Partially Compliant*" rating.

More specifically, the EEC states, amongst other:

- *"The high-level curriculum structure is well-aligned with European practices of teaching DS bachelor at leading universities".*

- *"The graduates from the Degree are well regarded by industrial stakeholders who host them as interns and employ them after graduation".*

- *"The students reflect positively on receiving timely grading and feedback on their work".*

- *"The students reflect positively on availability of education staff for face-to-face meetings".*

- *"The students reflect positively on possibilities to do internships with industry".*

- *"The currently identified UNIC-Athens faculty members are active researchers in their fields".*

- *"The currently identified UNIC-Athens faculty conduct application-inspired research aiming to make societal impact. They contribute to Open Science, e.g., by publishing open datasets that can foster research development on societally important topics notably, in healthcare".*

- *"There are indicators of a very good faculty–student engagement within the Department".*

- *"There are indicators of a very good engagement between Alumni and the Department".*

We do appreciate the committee's recommendations for improvement, which will enhance the quality of our program and we will be addressing those in the corresponding section of this response.

1. Study programme and study programme's design and development
(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Positive comments made by the EEC:

- "Processes are in place for the design, approval and monitoring of the delivery of courses".

- "The Department has good IT and Learning Management System support".

- "Mentoring and pedagogical training are in place, including several aspects of course delivery ranging from syllabus planning, observation-based feedback on lecturing quality and style, examination paper setting and marking".

- "The Department has mechanisms in place for seeking advice on a need-to basis from external stakeholders from industry on trends and priorities for new course".

- "The high-level curriculum structure is well-aligned with European practices of teaching DS bachelor at leading universities".

- "The program in Nicosia is in good demand".

- "The graduates from the Degree are well regarded by industrial stakeholders who host them as interns and employ them after graduation".

- "The students on the Degree feel well prepared for the employment in the IT industry".

- "Students publish jointly with their supervisors based on their final year projects".

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
1.1 The EEC observes that the vision about DS program is not well-aligned yet with its offering in the curriculum and individual courses. The EEC advices to make the alignment stronger.	Adopting the EEC suggestions across different evaluation areas, we have revised course content and strengthened their learning outcomes so that the alignment of the vision of the DS programme vision and offerings have sufficiently improved. The attached course outlines include course learning outcomes, course content, weekly breakdown and assessment methods.	Choose level of compliance:
1.2 The EEC strongly recommends tailoring Math fundamentals courses (notably, linear algebra) for the needs of the DS program and demonstrating their relevant for future specialised courses.	Course outlines have been revised and attached. Notably, the content and learning outcomes of introductory math courses (e.g., linear algebra) have been revised around DS competences for students to understand the relation of taught fundamentals with data analysis and their utility for data professionals.	Choose level of compliance:

	In turn, specialized/downstream courses (e.g., deep learning) that require such courses as prerequisites have been revised to explicitly demonstrate how fundamental knowledge in math (e.g., matrix manipulation, eigen analysis, vector spaces) are used to develop and optimize advanced data-centered tools and models.	
1.3 The EEC strongly recommends increasing the number of highly relevant electives for the DS program such that students can deepen their knowledge and/or specialise in some application domains, and/or obtain hand on skills.	The Department has revised the elective offerings by adding two (2) highly sought courses in areas of significant interest by both students and external stakeholders. Notably, the elective list now also includes COMP-345: Robot Programming and COMP-476: Generative AI. We also denote that during the recent re-accreditation of the programme (granted Spring 2025 and until Spring 2029), five (5) courses were added to the elective list. Notably, COMP-201: System Analysis and Design; COMP-343: Business Analytics, COMP-348 Natural Language Processing, COMP-448: Computer Vision and MATH-343: Numerical Methods for Data Science.	Choose level of compliance:
1.4 The EEC strongly recommends connecting some of the content of specialised and advanced ML/AI courses to fundamentals in math, statistics, and CS.	As denoted in 1.2, specialized/downstream courses (e.g., deep learning) that require such courses as prerequisites have been revised to explicitly demonstrate how fundamental knowledge in math/stats (e.g., matrix manipulation, eigen analysis, vector spaces) are used to develop and optimize advanced data-centered tools and models. Course outlines are attached.	Choose level of compliance:
1.5 The EEC recommends introducing formal training in data science research methods and good practices.	Without changing the structure of the programme to mirror the recently accredited programme in Nicosia, we have added formal training in data science research methods as a learning objective of COMP-248: Project in Data Science and the year-long COMP-494/495: Final Year Project I and II. Topics covered include systematic literature review, data acquisition, exploratory data analysis, experimental design, result reproducibility, together with self-disciplined study.	Choose level of compliance:
1.6 The EEC strongly recommends increasing the possibilities for, and duration of, project work exposing students to challenge-based learning. The EEC strongly recommends to consider longer	We would like to denote a minor oversight by the EEC where the FYP has a year-long duration and a standing of 12 ECTS (see COMP-494 and COMP-495). In addition to the FYP, DS students are mandated to complete a semester-long project in year 2 where students are challenged to identify a problem, perform independent	Choose level of compliance:

final project and longer industry placement.	investigation, acquire and work with real data from different domains, solution design, and result presentation. The course outline of COMP-248 is attached. Furthermore, students can undertake COMP-449: Industry Placement for Data Science during the 3rd or 4th year of their studies and receive credits for their work provided they have a 3.0 or higher CPA. Finally, we denote that we have now introduced two ML model training challenges in the courses: (i) COMP-244: Machine Learning and Data Mining I; and COMP-447: Neural Networks and Deep Learning. In these courses, students are mandated to compete as part of the course assessment in a model training competition (e.g., classification task) with a ledger compiled based on model accuracy and other quantitative measures.	
1.7 The EEC strongly recommends introducing thematic learning areas and/or application areas	Without changing the structure of the programme and in consideration with the newly added electives (see 1.3), the programme will be offering three thematic learning areas. Students undertake a subset of their elective courses from a thematic area to specialize their Data Science expertise. The following denote the Data Science thematic areas along with the elective courses comprising each TA. **TA1: Multi-Modal AI** COMP-348 Natural Language Processing COMP-446: Web and Social Data Mining COMP-448: Computer Vision COMP-476: Generative AI **TA2: Business Intelligence** COMP-341: Knowledge Management COMP-343 Business Analytics COMP-387 Blockchain Programming MATH-420 Times Series Modeling and Forecasting **TA3: Data-Driven Internet Technologies** COMP-201 Systems Analysis and Design COMP-358 Networks and Data Communication COMP-474 Cloud Computing COMP-475 Internet of Things and Wearable Technologies	Choose level of compliance:
1.8 The EEC strongly recommends improving the descriptions of the	As stated in 1.1, 1.2, 1.4, 1.5, and 1.6, the programme's offerings have been accordingly	Choose level of compliance:

courses and possibly their content and alignment with learning goals and modes teaching/study and assessment	revised and all course outlines are attached. These include revised learning outcomes, content, weekly breakdown, assessment methods.	
1.9 The EEC strongly recommends calibrating the ECTS credits granted to a course with its content, format, mode of study, and objectives/outcomes and more broadly the student work-hours expected — and to revise the course descriptions accordingly	As denoted in 1.8, the DS programme offerings (where required) have been revised and the course outlines are attached. In particular, we denote that the learning outcomes and content of specialized courses (e.g., deep learning) have been revised to reflect the objectives of EQF level 6. In addition to learning outcomes, content, weekly breakdown, assessment methods; the course outlines also include the expected student workload in accordance with the ECTS framework so that students acknowledge the requirements of each course before semester registration.	Choose level of compliance:

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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2. Student – centred learning, teaching and assessment
(ESG 1.3)

Positive comments made by the EEC:

- "The students reflect positively on receiving timely grading and feedback on their work".

- "The students reflect positively on availability of education staff for face-to-face meetings".

- "The students reflect positively on possibilities to do internships with industry".

We would like to thank the EEC for considering the evaluation topic as fully compliant and note that we have taken under-consideration and addressed the additional suggestions highlighted by the EEC that enable the programme to strengthen its offerings and for students to further excel.

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
2.1 The EEC recommends to improve quality assurance with more regular and formal cycles of course evaluation and improvement, and providing teaching staff with timely pedagogical training for all aspects of course design and execution.	The Data Science Programme Curriculum sub-committee will be under-taking yearly course evaluations discussing with both faculty and the department advisory board to assess current industry trends and advancements in Data Science educational practices. The findings of the yearly assessment along with action points and timeline for implementation will be presented and approved by the Department Council. In regards to pedagogical training we would like to denote that the ePSU unit of the University continuously offers several trainings on pedagogical topics. Examples of the most recent training series includes the 5-week (2h/week, 9/5-6/6/2025) on "Including Students with Diverse Needs in Higher Education" as well as the 4-week (2.5h/week, 17/6-8/7/2025) on "Mastering AI tools for academic use".	Choose level of compliance:
2.2 The EEC suggests introducing structurally elements of challenge-based learning (e.g., data challenges,	As denoted in 1.6, DS students are mandated to complete a semester-long project in year 2 where students	Choose level of compliance:

hackathons, case studies e.g. from science or application domains that are focal areas of the department.).	are challenged to identify a problem, perform independent investigation, acquire and work with real data from different domains, solution design, and result presentation. Nonetheless, we denote that we have now introduced two ML model training challenges in the courses COMP-244: Machine Learning and Data Mining I and COMP-447: Neural Networks and Deep Learning. Students are mandated to compete as part of the course assessment in a model training competition (e.g., classification task) with a ledger compiled based on model accuracy and other quantitative measures. Moreover, a data hackathon-style challenge has been added to the assessment methods of the course COMP-240: Data Programming where students must solve a challenge presented during the lab within a 2h duration. Case studies in regards to data privacy and ethical aspects to relevant application domains have been added to COMP-242: Data Privacy and Ethics. The course outlines for COMP-248, COMP-244, COMP-344, COMP-240, and COMP-242 are attached.	
2.3 The EEC suggests introducing structurally elements of collaborative and peer learning, e.g., code reviews and pair programming, peer evaluation of ML pitfalls from conceptualisation to modelling to evaluation, reproducing results, discussing privacy and ethical issues, etc.	Understanding the effectiveness of learning by structurally introducing collaborative and peer learning, we denote the following (notable) additions to the program offerings. COMP-142: Software Tools for Data Science has added a collaborative project that also includes code reviewing and pair programming; Collaborative group projects have also been added to COMP-342: Data Visualization, COMP-343: Business Analytics and COMP-201: Systems Analysis and Design. In turn, COMP-240: Data Programming now also includes peer programming evaluations; while the specialized courses in ML/AI, notably, Generative AI and Natural Language	Choose level of compliance:

	Processing now include ML pitfalls in conceptualization, model evaluation and reproducibility. Finally, as previously mentioned, COMP-242 covers privacy and ethical aspects in Data Science. All course outlines are attached.	
2.4 The EEC recommends establishing a PhD-Teaching Assistant (TA) program that can facilitate closer supervision and mentorship of student groups and individual students.	The University already provides such as program. The description of the PhD-TA program is detailed in Chapter 12.25 of the University regulations (attached). In brief, doctoral students who have completed the University's pedagogical training sessions for TAs can apply for a teaching assistantship that covers, among others, student mentorship, coursework grading, lab assistance, and tutorial preparation. TAs are closely supervised by the doctoral student's advisor. TAs are important in both preparing the doctoral student for future academic duties but also for reducing faculty workload.	
2.5 The EEC recommends providing students with more relevant electives.	Discussed in 1.3.	
2.6 The EEC recommends providing students with clearer personalised paths, e.g., thematic areas of learning, different possibilities for specialisation in data science methodologies and techniques that would guide students to choose electives.	Discussed in 1.7.	
2.7 The EEC suggests providing students with possibilities to connect data science to broader societal, ethical, and domain-specific contexts, e.g., to consider extending the privacy course to include data ethics, bias, and privacy and integrate relevant elements in other suitable courses.	As previously discussed, COMP-242: Data Privacy and Ethics has been extended to cover all mentioned themes. The revised course outline is attached.	

3. Teaching staff
(ESG 1.5)

Positive comments made by the EEC:

- "The currently identified UNIC-Athens faculty members are active researchers in their fields. They conduct application-inspired research aiming to make societal impact. They contribute to Open Science, e.g., by publishing open datasets that can foster research development on societally important topics notably, in healthcare."

- "There are indicators of a very good faculty–student engagement within the Department".

- "There are indicators of a very good engagement between Alumni and the Department".

- "Faculty members are well-informed about quality assurance aspects including individual course improvement, and on how to deal with potential misconduct of students".

- "Faculty members are well-informed about the student safety aspects".

- "The Department provides mentorship for new hires and informs them about expectation for promotion to higher ranks".

- "New hires may apply for, and can obtain, an UNIC Seed-grant".

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
3.1 The EEC estimates that the current hiring plan introduces a risk in not having sufficient well-qualified staff in place to deliver the programmes at the quality that is expected, and to contribute to evolving the programme as the state-of-the art advances.	We would like to denote that the Department has already completed the hiring process for 4 faculty members, above the minimum requirement as defined by the Greek legislation for private universities. Moreover, for the entire first year the load of the new hirings is: 1 faculty member with 1 course; 1 faculty member with 2 courses; and 2 faculty members with 3 courses. This load completely satisfies the requirements of the department for the first year without requiring adjunct faculty. In additional, another 6 faculty hirings have been approved by the University Senate and with these the offerings of the programme are satisfied.	Choose level of compliance:

	Nonetheless, if additional needs are identified by the department, a request will be issued to the Senate. In addition, and in accordance with the CYQAA guidelines and the Greek legislation, adjunct faculty will be sought to cover specialized elective courses with industry ties.	
3.2 The EEC recommends establishing a PhD-Teaching Assistant (TA) program to boost the development of robust and vibrant ecosystem at UNIC Athens facilitating reduced load, and higher quality research and education, synergy between research and education and industrial collaboration.	Discussed in 2.4.	Choose level of compliance:
3.3 The EEC also recommends establishing a programme for Visiting Professors for the same reasons, as well as to foster further help with establishing a more competitive DS course offering and strengthening the curriculum, research strategy and education vision of the department.	We appreciate the suggestion of the EEC for Visiting Professors, and we would like to note that the Department already has Visiting Faculty. Professor Yannis Manolopoulos, who is also a Professor Emeritus at Aristotle University of Thessaloniki, Greece, is currently a Visiting Professor in our Department since October 2024. In addition, Dr. Ivan C. Christov, Associate Professor of Mechanical Engineering at Purdue University, USA, has also served as a Visiting Faculty for 6 months in 2022 and 2023. Therefore, the Department fully supports the idea of inviting distinguished scholars to broaden collaborations among faculty, extend the research strategy of the Department and strengthen the curriculum. For this reason, we plan on continuing this practice of Visiting Professors, especially in the Athens campus. For thoroughness, we attach chapter 6.2 of the University regulations that outlines in section 6.2.8 the regulations of the visiting professor programme.	Choose level of compliance:
3.4 The EEC suggests providing pedagogical training beyond the current requirement helping existing	All newly hired faculty are required upon appointment to undergo the 12-week UNIC pedagogical training	Choose level of compliance:

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staff and especially for to-be-hired staff to develop rich portfolio of teaching methods including flipped classrooms, challenged-based learning, and research-inspired education.	sessions (3h/week) that cover innovative educational aspects such as project- and challenge-based learning (incl. flipped classrooms). In addition, as mentioned in 2.1, the ePSU unit of the University continuously offers several trainings on pedagogical topics that existing staff must follow, and these seminar series are denoted by faculty in their yearly self-assessment report and their promotion ranking application. Examples of the most recent training series of this semester include the 5-week (2h/week, 9/5-6/6/2025) on "Including Students with Diverse Needs in Higher Education" as well as the 4-week (2.5h/week, 17/6-8/7/2025) on "Mastering AI tools for academic use".	
3.5 The EEC notes that it may be difficult to hire experts in some of the topics, such as deep learning, generative AI, and modern NLP, at short notice. The EEC urges UNIC-Athens to consider opening positions and to start scouting for qualified educators (with PhD and publication track record in deep learning, generative AI, and modern NLP) as soon as the financial situation allows. An alternative plan could be to grow local talent at UNIC (e.g., through proposing PhD fellowships within these fields), specifically targeting recruitment at UNIC-Athens.	After receiving this recommendation the Department will be prioritizing the next hiring to be from the denoted specialization. Moreover, instead of kick-starting the process for the 2nd cycle of hirings at the start of the Spring 2026, this will be brought forward to the Fall 2025 semester.	Choose level of compliance:

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

<u>Positive comments made by the EEC:</u>

- "The requirements for admission to the BSc courses are stated clearly in the publicly available website".

- "The Student Admission support is in place in UNIC-Athens mirroring the well-refined processes established in UNIC-Nicosia".

- "The university has name recognition in Greece with news stories in the media heralding the new UNIC-Athens campus".

- "The well-tested processes for admission have been refined over many years and are being translated to Athens".

- "Given the cultural affinity between the two countries the changes during transfer is minimal".

We would like to thank the EEC for considering as <u>fully compliant this evaluation topic</u> without any additional comments for improvement.

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
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ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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5. Learning resources and student support
(ESG 1.6)

Positive comments made by the EEC:

- "Students will have access to a state-of-the-art campus in UNIC-Athens".

- "Recreational facilities have been arranged with the local sports complex with support from the mayor and municipal authorities".

- "Links with the Greek Migration Office have been established for overseas students with visa issues".

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
5.1. On-campus counselling and psychological support provided by KESY at the UNIC Nicosia campus. This support should be translated to UNIC Athens as well.	We completely acknowledge the critical role of mental health in academic success and reiterate from A18 of the program application form, that "UNIC Athens offers personal and psychological counselling through the Department of Student Affairs. Here, students can schedule individual, or group sessions aimed at stress management, social adaptation, and personal growth. A full-time school psychologist within the Department of Academic Advising focuses on issues directly affecting academic performance, offering specialised support for students who exhibit learning difficulties or chronic underperformance. These services are evaluated regularly using student feedback and usage data, ensuring that provision remains relevant and responsive to changing needs."	Choose level of compliance:
5.2. As the physical infrastructure is being completed, it is unclear whether the buildings are friendly for students who are physically challenged and visually impaired.	The University is dedicated to the principle of inclusion, ensuring that students with physical, sensory, or learning difficulties can access all resources and fully participate in academic and student life. Some examples from the content provided and the UNIC Athens website: "The University implements awareness campaigns and training to promote inclusion among teaching staff, administrative employees, and students. The University premises include: - Corridors accessible by wheelchair, as well as lifts and ramps in all main facilities.	Choose level of compliance:

	- Designated parking spaces and accessibility routes for people with mobility difficulties. - Special equipment and assistive technology in the library and computer laboratories to support students with visual or hearing impairments. - Disability Support Office, offering personalised assistance, developing facilitation plans, and ensuring timely access to necessary resources." https://www.unic.ac.cy/el/athens/accessibility-and-inclusivity/	
5.3 New robots and computers should be part of the teaching resources.	The equipment made available at the Nicosia campus that is embraced to enhance the learning experience will also be made available at the Athens campus.	Choose level of compliance:
5.4 It is unclear whether access to libraries and laboratories will be given out-of-hours and weekend access to students, which will be especially important for part-time students.	We reiterate that student facilities such as the library will be open on weekends. The schedule for the first year will be similar to the Nicosia campus where the library is open Mo-Fri 08.00-20.00 and Sat 09.00-17.00. In addition, through the library website all resources in electronic form can be accessed on a 24/7 basis. Access to the main building is open daily from 08.00-22.00 and on weekends 08.00-20.00.	Choose level of compliance:

6. Additional for doctoral programmes
(ALL ESG)

N/A

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
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7. Eligibility (Joint programme)
(ALL ESG)

N/A

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
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B. Conclusions and final remarks

Positive comments made by the EEC:

- "The faculty and admin personnel that the EEC met during the site visit were all enthusiastic about being part of the project…"

- "The faculty members from the Department at UNIC were committed to accompany and help their future colleagues at the extension of the Department at UNIC-Athens to succeed — and the future faculty members at UNIC-Athens that we met were likewise optimistic."

- "The EEC observed, and appreciated, a shared ambition and enthusiasm for this project."

- "The EEC finds that the Department, the faculty members strive to attain high quality in their offerings, are experienced instructors and professors, and are enthusiastic about both the programmes, and being part of the UNIC-Athens adventure."

Conclusions and final remarks **by EEC**	Actions Taken by the Institution	For Official Use ONLY
the EEC finds that the learning objectives in the advanced-level course descriptions do not capture the level of knowledge and skills expected for a programme at EQF Level-6 — and that the course succession leading to, by providing prerequisites for, these advanced-level course is not explicit in the course descriptions. The EEC also find that, according to the course descriptions and the information gathered during the site-visit, a misalignment between the course contents, the student work, and the number of ECTS credits that they contribute. The intuition of the EEC is that part of the solution to these misalignments may be to add additional lab exercises, assignments, and homework (in addition to, not in substitution of, the current contact-hours of the courses) — overseen by the faculty members, but (so as to not increase their workload) monitored/graded by lab assistants / TAs.	As discussed in 1.1, 1.2, 1.3, 1.4, 1.8 and 1.9 all misalignments have been revised and recommendations discussed by the EEC have been adopted. Attached are the course outlines for all mandatory and elective courses of the program that include learning outcomes, course content, weekly breakdown, assessment methods, and expected student workload.	Choose level of compliance:

Although 4–5 faculty members may appear sufficient to deliver the courses required immediately for the first year of the two BSc programmes, it is suboptimal for creating an academic and scientific environment for initiating a "research university branch", and for providing a "boutique" and "deluxe" environment for the initial cohorts of students. It also does not allow to absorb incidents (for example, if a faculty member becoming incapacitated in some way) without impact on program quality	As denoted in 3.1, the Department has already completed the hiring process for 4 faculty members, above the minimum required as defined by the Greek legislation for private universities. Moreover, for the entire first year the load of the new hirings is: 1 faculty member with 1 course; 1 faculty member with 2 courses; and 2 faculty members with 3 courses. This load completely satisfies the requirements of the department for the first year without requiring adjunct faculty. In additional another 6 faculty hirings have been approved by the university senate and with these the offerings of the programme are satisfied. Nonetheless, if additional needs are identified by the department, a request will be issued to the senate. In addition, and in accordance with the CYQAA guidelines and the Greek legislation adjunct faculty will be sought to cover specialized elective courses with industry ties.	

C. Higher Education Institution academic representatives

Name	*Position*	*Signature*
Professor Dimitrios Drikakis	Dean of the School of Sciences and Engineering	
Professor Athena Stassopoulou	Head of Computer Science Department	
Dr Demetris Trihinas	BSc in Data Science Program Coordinator	

Date: 07/07/2025