

Doc. 300.1.1

Date: Date.

# External Evaluation Report (Programmatic)

- **Higher Education Institution:**  
European University Cyprus
- **Town:** Nicosia
- **School/Faculty (if applicable):** School of Sciences
- **Department/ Sector:** Computer Science and Engineering
- **Programme of study- Name (Duration, ECTS, Cycle)**

## In Greek:

Τεχνητή Νοημοσύνη (18 μήνες, 90 ECTS, Μάστερ(MSc))

## In English:

Artificial Intelligence(18 months, 90 ECTS, Master (MSc))

- **Language(s) of instruction:** English
- **Programme's status**  
**New programme:** Yes  
**Currently operating:** No

**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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].**

## A. Introduction

*This part includes basic information regarding the onsite visit.*

The EEC visited the University campus on January 30th, 2020. The actual agenda of the visit ran as follows:

8:30 – Briefing of EEC at the Cleopatra hotel by Ms. Natasa Kazakaiou

9:30 – 10:30: A meeting with the Head of the Institution and the Head or/and members of the Internal Evaluation Committee.

10:30 – 11:30: Presentations from the head of the school and the programme's coordinator.

Short presentations of:

The School's / Department's structure

The feasibility study of the programme(s)

The curriculum (i.e. philosophy, allocation of courses per semester, weekly content of each course, teaching methodologies, admission criteria for prospective students, student assessment, final exams)

11:30 - 11:40: Coffee Break

11:40 – 13:00: Methodology and equipment used in teaching and learning (i.e. software, hardware, materials, online platforms, teaching material, evaluation methods, distance learning aspects, etc)

13:00 – 14:00: Working lunch of the EEC, with the CYQAA Officer only

14:00 – 14:50: A meeting with two students.

14:50 – 16:20: A meeting with members of the teaching staff on the programme's structure and content, including aspects such as elective courses, MSc thesis, ECTS per course, ethics, research methods, etc.

16:20 – 17:00: On site visit to the premises of the institution (i.e. library, computer labs, research facilities).

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Ioannis Refanidis	Professor	University of Macedonia, Greece
Iordanis Kavathatzopoulos	Professor	Uppsala University, Sweden
Xianghua Xie	Professor	Swansea University, UK
Natasa Sladoje	Associate Professor	Uppsala University, Sweden
Nikolaos Georgiou	Student	University of Cyprus
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) standards which are relevant to the European Standards and Guidelines (ESG)  
(b) 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 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:	<i>Non-compliant</i>
3:	<i>Partially compliant</i>
4 or 5:	<i>Compliant</i>
- *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 HEI and/or of the programme of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the HEI'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 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 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, 1.8, 1.9)

### Standards

- *Policy for quality assurance of the programme of study:*
  - *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*
  
- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *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*
  - *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*

- *Public information (clear, accurate, objective, up-to date and readily accessible):*
  - *about the programme of study offered*
  - *the selection criteria*
  - *the intended learning outcomes*
  - *the qualification awarded*
  - *the teaching, learning and assessment procedures*
  - *the pass rates*
  - *the learning opportunities available to the students*
  - *graduate employment information*

*You may also consider the following questions:*

- *What is the procedure for quality assurance of the programme and who is involved?*
- *What is done to reduce/prevent academic fraud? How does the higher education institution address fraud cases?*
- *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.)?*
- *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 practical training in the study programme (where appropriate)?*
- *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?*
- *How has the feedback from students, alumni, employers, teaching staff been taken into account? Provide some concrete examples.*
- *Has the study programme been compared to other similar study programmes when designed, including internationally, and to what purpose? Explain.*
- *Is the graduation rate for the study programme analogous to other European programmes with similar content?*
- *How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?*
- *What is the pass rate per course/semester?*
- *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?*

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 - 5
<b>1. Study programme and study programme's design and development</b>		
1.1	Academic oversight of the programme design is ensured.	4
1.2	The guide and / or the regulations for quality assurance provide the adequate information and data for the support and management of the programme of study for all the years of study.	4
1.3	Internal Quality Assurance processes safeguard the quality and the fulfillment of the programme's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:	
1.3.1	The disclosure of the programme's curricula to the students and their implementation by the teaching staff	5
1.3.2	The programme webpage information and material	Choose mark
1.3.3	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	4
1.3.4	The procedures for the conduct and the format of the examinations and for student assessment	5
1.3.5	Students' participation procedures for the improvement of the programme and of the educational process	4
1.4	The knowledge (theoretical and/or factual) gained is of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).	4
1.5	The skills (cognitive and practical) obtained are of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).	3
1.6	The responsibility and autonomy (the ability of the learner to apply knowledge and skills autonomously and with responsibility) are of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).	2

1.7	The purpose and objectives of the programme are consistent with the expected learning outcomes and with the mission and the strategy of the institution.	4
1.8	The following ensure the achievement of the programme's purpose, objectives and the learning outcomes:	
1.8.1	The number of courses	2
1.8.2	The programme's content	3
1.8.3	The methods of assessment	4
1.8.4	The teaching material	5
1.8.5	The equipment	3
1.8.6	The balance between theory and practice	4
1.8.7	The research orientation of the programme	2
1.8.8	The quality of students' assignments	4
1.9	The expected learning outcomes of the programme are known to the students and to the members of the teaching staff.	5
1.10	The teaching and learning process is adequate and effective for the achievement of the expected learning outcomes.	4
1.11	The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.	5
1.12	New research results are embodied in the content of the programme of study.	5
1.13	The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree.	5
1.14	Students' command of the language of instruction is appropriate.	5
1.15	The programme of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.	4
1.16	The learning outcomes and the content of the courses are consistent.	4
1.17	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester.	2
1.18	The higher education qualification awarded to the students corresponds to the purpose, objectives and the learning outcomes of the programme.	4

1.19	The higher education qualification and the programme of study conform to the provisions for registration to their corresponding professional and vocational bodies for the purpose of exercising a particular profession.	Choose mark
1.20	The programme's management in regard to its design, its approval, its monitoring and its review, is in place.	5
1.21	The programme's collaborations with other institutions provide added value and are compared positively with corresponding collaborations of other departments / programmes of study in Europe and internationally.	4
1.22	Procedures are applied so that the programme conforms to the scientific and professional activities of the graduates.	4
1.23	The admission requirements are appropriate.	5
1.24	Sufficient information relating to the programme of study is posted publicly.	Choose mark
1.25	The teaching methodology is suitable for teaching in higher education.	4

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

1.5 According to the European qualifications framework, for an MSc programme skills concern "Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields". Without compulsory MSc thesis, students' ability to apply their skills in research and/or innovation activities and integrate knowledge from different fields is not ensured.

1.6 According to the European qualifications framework, MSc programme graduates should be able to "Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams". Without a compulsory MSc thesis, the fulfillment of this criterion is only partially satisfied.

1.8.1 The number of courses students have to attend can be very small. Although there are many elective courses, students may take only two of them, including one course from another MSc programme.

1.8.2 Although there are a lot of elective courses concerning recent in depth developments in core AI, students can take the MSc title without taking any of these courses, e.g., by selecting two elective courses between "research methods", "ethics and philosophy of AI" and an elective course from another master programme. Furthermore, their exposure in compulsory element on research methods and ethics of AI issues does not meet EQF standards.

1.8.5 There is no evidence that there will be enough support for the students in terms of access to high performance computing power, which is expected to be necessary for running computationally expensive AI experiments. Running experiments on Google colab environment, as suggested during the visit, is not considered adequate according to the experience of the EEC members.

1.8.7 Without a compulsory MSc thesis, the research orientation of the programme is very limited.

1.17 EEC believes that the ECTS assigned to the courses (10 for each course) are not justified by the expected workload; 7.5 ECTS per course, according to the course descriptions, is more realistic.

### Provide information on:

#### 1. Employability records

Not applicable since there are no graduated students

#### 2. Pass rate per course/semester

Not applicable since the programme has not started yet

#### 3. The correspondence of exams' and assignments' content to the level of the programme and the number of ECTS

Judging on the example assignments provided for the courses, EEC does not consider that they are sufficient enough to justify 10 ECTS for each course. Furthermore, EEC considers that 10 ECTS should not be justified by extra assignments alone, but also by increasing the breadth and depth of the topics covered by each course.

### 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 HEI has five schools with 12 Departments and 75 Accredited degree programs. The School of Sciences, with 3 Departments, is the bigger School in terms of number of students (approx. 2000 registered students), with 15 BSc, 13 MSc and 5 PhD programs offered. It has 48 full-time faculty members and around 100 scientific collaborators and special scientists. 14 new full-time faculty positions are expected for 2020-21.

The Department of Computer Science and Engineering offers five (5) conventional bachelor degrees, four (4) master degrees (two conventional, one distance learning and one that is both conventional and distance learning), as well as two (2) PhD programs.

The HEI runs a Program Evaluation Review (PER) procedure. Students provide feedback on their learning experience, with average course participation up to 85% and average student participation up to 65%.

### Strengths

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

The topic of the program, i.e. "Artificial Intelligence", is very attractive and timely with a potential to ensure high employability of its graduates. It is in accordance to the national strategic direction for AI. There is a lot of expertise in the proposal's team, whereas the courses cover most areas of Artificial Intelligence.

### 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.*

EEC identifies the following problems:

- \* MSc thesis is not compulsory
- \* Although there are 9 elective courses, students may take just one of them, plus a related course from another MSc program, plus the MSc thesis. So, their exposure to in-depth advanced courses of AI may be very limited.
- \* The exposure of the students to the ethics of AI may be very limited, that is, only one week in the compulsory course AI600.
- \* ECTS per course are overestimated

EEC recommends:

- 1) Make the MSc thesis compulsory and have 5 out of 30 ECTS of it corresponding to an introductory part of it concerning "Research Methods".
- 2) Assign 7.5 ECTS to each course
- 3) Put all the compulsory courses in the first semester
- 4) Have the students attend four (4) elective courses in the second semester
- 5) Expand the "Ethics of AI" part of the AI600 course from one to three weeks and focus on training the skills required to handle ethical issues in AI R&D.

**Please select what is appropriate for the following assessment area:**

<b>Assessment Area</b>	<b><i>Non-compliant/ Partially Compliant/Compliant</i></b>
Study programme and study programme's design and development	Partially Compliant

## 2. Teaching, learning and student assessment

(ESG 1.3)

### Standards

- *The process of teaching and learning supports students' individual and social development and respects their needs.*
- *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.*
- *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.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for and 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.*

*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)?*
- *What is the proportion and role of independent work by students in the learning process? How is independent work defined within a subject, how is it supervised and assessed, what are the conditions for independent work?*
- *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)?*
- *Are people outside of the HEI involved in the assessment of learning outcomes (including during the defense of theses)?*

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 - 5
<b>2.</b>	<b>Teaching, learning and student assessment</b>	
2.1	The actual/expected number of students in each class allows for constructive teaching and communication.	4
2.2	The actual/expected number of students in each class compares positively to the current international standards and/or practices.	4
2.3	There is an adequate policy for regular and effective communication with students.	5
2.4	The methodology implemented in each course leads to the achievement of the course's purpose and objectives and those of the individual modules.	4

2.5	Constructive formative assessment for learning and feedback are regularly provided to the students.	4
2.6	The assessment system and criteria regarding student course performance are clear, adequate, and known to the students.	4
2.7	Educational activities which encourage students' active participation in the learning process are implemented.	4
2.8	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	5
2.9	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the programme's individual courses and are updated regularly.	4
2.10	It is ensured that teaching and learning are continuously enriched by research.	4
2.11	The programme promotes students' research skills and inquiry learning.	3
2.12	Students are adequately trained in the research process.	2

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

2.11 There is no compulsory MSc thesis

2.12 There is no compulsory Research methods course

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.*

HEI best academic practices include regular student feedback on their learning experience

Strengths

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

The teaching, learning and student assessment procedures are generally well designed and supported by appropriate educational technologies

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.*

1) More detailed criteria for course assessment could be provided.

2) Students may not be actively involved in research, but only through project assignments in elective courses, in case they do not take an MSc thesis.

**Please select what is appropriate for the following assessment area:**

<b>Assessment Area</b>	<b><i>Non-compliant/ Partially Compliant/Compliant</i></b>
Teaching, learning and student assessment	Compliant

### 3. Teaching Staff

(ESG 1.5)

#### Standards

- *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 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).*
- *Recognised visiting teaching staff participates in teaching the study programme.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Assessment of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*

*You may also consider the following questions:*

- *How are (novice) 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)?*

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 - 5
<b>3.</b>	<b>Teaching Staff</b>	
<b>3.1</b>	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the programme of study.	2
<b>3.2</b>	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, including the following:	
<b>3.2.1</b>	Subject specialisation	5
<b>3.2.2</b>	Research and publications within the discipline	5
<b>3.2.3</b>	Experience / training in teaching in higher education	5
<b>3.3</b>	The programme attracts visiting professors of recognized academic standing.	Choose mark
<b>3.4</b>	The specialisations of visiting professors adequately support the programme of study.	Choose mark
<b>3.5</b>	Special teaching staff and special scientists have the necessary qualifications, adequate work experience and specialisation to teach a limited number of courses in the programme of study.	5
<b>3.6</b>	In the programme of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the programme of study.	4
<b>3.7</b>	The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality.	5
<b>3.8</b>	The teaching load allows for the conduct of research and contribution to society.	3
<b>3.9</b>	The programme's coordinator has the qualifications and experience to coordinate the programme of study.	5
<b>3.10</b>	The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.	4
<b>3.11</b>	The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.	5
<b>3.12</b>	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	5

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

3.1 The program is run by 5 full-time permanent teaching staff and 8 external collaborators. There are 7 courses taught only by external scientific collaborators (including three compulsory courses).

3.3 and 3.4: There are no details yet about the possibility of the program to attract visiting professors of recognized academic standing. External collaborators (which have recognized academic standing) are not considered visiting professors.

3.8 Although there is a HEI research policy to reduce teaching load from 12 to 9 hours per week for staff members conducting research, this is not considered adequate for sustainable research progress.

### **Provide information on the following:**

#### **In every programme of study the special teaching staff should not exceed 30% of the permanent teaching staff.**

According to the understanding of the EEC, special teaching staff are teaching staff without a permanent relation to the HEI, e.g., external scientific collaborators. So, under this interpretation, special teaching staff exceed 30%. Particularly, according to the proposal, there are 5 permanent teaching staff and 8 external scientific collaborators.

#### 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 school of Sciences has 48 full-time faculty members, supporting three schools, namely "Computer Science & Engineering", "Health Sciences" and "Life Sciences". There are also 100 scientific collaborators and special scientists.

#### Strengths

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

Highly competent team of teaching staff in the subject area, particularly external collaborators (assuming that the external collaborators who participated in the preparation of the proposal will continue to collaborate with the programme).

#### 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.*

Most of the teaching staff are external scientific collaborators, including the main programme's coordinator, Prof. Ioannis Tsamardinos. The core AI specialities are taught by external scientific collaborators. EEC suggests to recruit more full-time permanent staff with AI specializations.

**Please select what is appropriate for the following assessment area:**

<b>Assessment Area</b>	<b><i>Non-compliant/ Partially Compliant/Compliant</i></b>
Teaching Staff	Partially Compliant

## 4. Students

(ESG 1.4, 1.6, 1.7)

### Standards

- *Pre-defined and published regulations regarding student admission, progression, recognition and certification are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*
- *Information on students, like 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, is collected, monitored and analysed.*
- *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.*
- *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.*
- *Student support is provided covering the needs of a diverse student population (such as mature, part-time, employed and international students, as well as students with disabilities).*
- *A formal procedure for student appeals is in place.*
- *Students are involved in evaluating the teaching staff.*
- *Students' mobility is encouraged and supported.*

*You may also consider the following questions:*

- *What are the admission requirements for the study programme? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *What are the objectives for the students' academic progress, counselling, mobility, etc., as set by the HEI? How have these objectives been achieved within the given study programme? What indicators are used to assess the fulfilment or degree of achievement of these objectives?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*
- *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/to what extent can students themselves design the content of their studies? What are students' options within the study programme and outside of it?*

- *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?*
- *How is student mobility being supported?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*

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 - 5
<b>4.</b>	<b>Students</b>	
4.1	The student admission requirements for the programme of study are based on specific regulations and suitable criteria that are favourably compared to international practices.	4
4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with European and international standards.	5
4.3	The programme's evaluation mechanism, by the students, is effective.	4
4.4	Students' participation in exchange programmes is compared favourably to similar programmes across Europe.	Choose mark
4.5	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	4
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	5
4.7	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	3
4.8	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	5

**4.9** Students are satisfied with their learning experiences.

4

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

4.7 The mentoring procedure by the permanent teaching staff members is not clearly defined. There are only five (5) permanent teaching staff members, whereas the expected number of students is up to 30, as mentioned orally during the site visit. Taking into account that each permanent teaching staff member participates in other programmes as well, the number of students assigned to each permanent teaching staff member is considered high.

### 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.*

HEI runs a Student Affairs Office attempt to help students in coping with various problems that may constitute obstacles to their adjustment in the University, their academic success and personal growth.

### Strengths

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

HEI supports students with special needs to attend its programmes, by giving special instructions to the teachers on suitably adapting their teaching for the needs of those 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.*

Clearly describe the mentoring process by permanent teaching staff members. More permanent teaching staff members are needed, to better support mentoring.

**Please select what is appropriate for the following assessment area:**

Assessment Area	<i>Non-compliant/ Partially Compliant/Compliant</i>
Students	Compliant

## 5. Resources

(ESG 1.6)

### Standards

- *Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources\*) are provided to students and support the achievement of objectives in the study programme.*  
\* *Physical resources: premises, libraries, study facilities, IT infrastructure, etc.*  
*Human support resources: tutors/mentors, counsellors, other advisers, qualified administrative staff*
- *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.*
- *Teaching staff is involved in the management of financial resources regarding the programme of study.*

*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?*

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 - 5
<b>5.</b>	<b>Resources</b>	
5.1	Adequate and modern learning resources are available to the students.	5
5.2	The library includes the latest books and material that support the programme.	5
5.3	The library loan system facilitates students' studies.	5
5.4	The laboratories adequately support the programme.	Choose mark
5.5	Student welfare services are of high quality.	4
5.6	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	4
5.7	Suitable books and reputable journals support the programme of study.	4
5.8	An internal communication platform supports the programme of study.	5
5.9	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.	5
5.10	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	5
5.11	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	Choose mark

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

5.4 and 5.11 are not applicable.

In 5.9, as "equipment" we do not refer to access to processing power to run experiments, since this has been mentioned and evaluated in question 1.8.5.

### 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 HEI library supports adequately the program.

### Strengths

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

Electronic versions of all books for each course are available to the students for no extra cost.

### 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.*

Nothing particularly

**Please select what is appropriate for the following assessment area:**

<b>Assessment Area</b>	<b><i>Non-compliant/ Partially Compliant/Compliant</i></b>
Resources	Compliant

## 6. Additional for distance learning programmes

(ALL ESG)

### Standards

- **The distance learning methodology is appropriate for the particular programme of study.**
- *A pedagogical planning unit for distance learning, which is responsible for the support of the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*
- *Feedback processes for students in relation to written assignments are set.*
- *A specific plan is developed to ensure student interactions with each other, with the teaching staff, and the study material.*
- *Teacher training programmes focusing on interaction and the specificities of distance learning are offered.*
- *A complete assessment framework is designed, focusing on distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A study guide for each course, fully aligned with distance learning methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
  - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
  - *Presentation of course material, on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
  - *Weekly outline of set activities and exercises and clear instructions for creating posts, discussion, and feedback*
  - *Self-assessment exercises and self-correction guide*
  - *Bibliographic references and suggestions for further study*
  - *Number of assignments/papers and their topics, along with instructions and additional study material*
  - *Synopsis*

*You may also consider the following questions:*

- *Is the nature of the programme compatible with distance learning delivery?*
- *How do the programme, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?*
- *How many students upload their work and discuss it in the platform during the semester?*
- *Are the academics qualified to teach in the distance learning programme?*

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 - 5
<b>6. Additional for distance learning programmes</b>		
<b>6.1</b>	The pedagogical planning unit for distance learning supports the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment.	4
<b>6.2</b>	The teaching e-learning material takes advantage of the capabilities offered by the virtual and audio-visual environment (simulations/ virtual environments, problem solving scenarios, interactive learning and formative assessment games).	4
<b>6.3</b>	The expected learning outcomes and distance learning processes aim to develop higher cognitive and research skills, as well as specialised knowledge, according to the European Qualifications Framework (EQF).	3
<b>6.4</b>	The distance-learning programme of study supports the development of students' research and cognitive skills.	3
<b>6.5</b>	The institution safeguards and assesses the interaction:	
<b>6.5.1</b>	Among students	3
<b>6.5.2</b>	Between students and teaching staff	4
<b>6.5.3</b>	Between students and study guides/material of study	5
<b>6.6</b>	The process and the conditions for the recruitment of teaching staff ensure that candidates have the necessary skills and experience for distance learning education.	5
<b>6.7</b>	Research background and experience of the teaching staff is adequate.	5
<b>6.8</b>	Training, guidance and support are provided to the teaching staff through appropriate procedures.	4
<b>6.9</b>	Student performance monitoring mechanisms are satisfactory.	4
<b>6.10</b>	Adequate mentoring by the teaching staff is provided to students through established procedures.	3

6.11	The unimpeded distance learning communication between the teaching staff and the students is ensured.	5
6.12	Assessment consistency is ensured.	4
6.13	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the distance learning education methodology and are updated regularly.	4
6.14	The programme of study has the appropriate and adequate infrastructure for the support of distance learning.	5
6.15	The supporting infrastructures are easily accessible.	5
6.16	Students are informed and trained with regards to the available educational infrastructure.	5
6.17	Procedures for systematic control and improvement of the supportive services are set.	5
6.18	Infrastructure for distance education is comparable to corresponding university infrastructure in the European Union and internationally.	5
6.19	Electronic library services are provided according to international practice in order to support the needs of the students and the teaching staff.	5
6.20	The students and the teaching staff have access to the necessary electronic sources of information, relevant to the programme, the level, and the method of teaching.	5
6.21	Students' weekly assignments are appropriate for the level of the programme.	4
6.22	Feedback on students' assignments is regular through concrete and published procedures.	5
6.23	The quality of students' final exams is ensured and evidenced.	Choose mark
6.24	The teaching e-learning material has been sufficiently enriched with electronic sources, updated research publications and other electronic learning resources that support students' work and learning.	4

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

6.3 Learning outcomes, as described in part B2 of the proposal (pages 8 and 9) are not sufficiently ambitious in terms of promoting research skills, as well as specialized knowledge.

6.4 The structure of the distance-learning programme does not ensure the development of research skills for the students that do not take an MSc thesis.

6.5.1 Interaction between students is not ensured adequately. Group working and peer review are limited.

6.10 There is no clear procedure described for mentoring by teaching staff. Advising is provided by full-time employees of the Student Relationship center, instead of mentoring by the teaching staff.

6.23 N/A since the programme has not yet started to have data to justify it.

**Provide information on the following:**

**1. Assessment of the interaction (among students, between students and teaching staff, between students and study guides/material of study)**

Most of the interaction is performed through the Blackboard learning management system. Additional interaction is provided through group projects and limited peer-reviewed projects.

**2. Student-centered teaching and learning**

At the beginning of each course there is a group consultation meeting, where aspects of the course are discussed and particular needs of the students can be taken into account.

Students can select two (2) elective courses as well as the topic of their MSc thesis or five (5) elective courses. Having a compulsory MSc thesis would enhance student-centered learning for all students.

**3. Training, guidance and support provided to the teaching staff**

Adequate training, guidance and support are provided to the teaching staff by the Distance Learning Unit.

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.*

HEI supports adequately distance learning

Strengths

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

Infrastructure; experience from already running distance learning programmes; the presence of the distance learning unit.

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.*

Try to increase the interaction between students, by adding more group-projects and peer-reviewing.

**Please select what is appropriate for the following assessment area:**

Assessment Area	<i>Non-compliant/ Partially Compliant/Compliant</i>
Additional for distance learning programmes	Compliant

## 7. Additional for doctoral programmes

(ALL ESG)

### 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*
- *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 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.*
- *The process of submitting the dissertation to the university library is set.*

*You may also consider the following questions:*

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

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 - 5
<b>7.</b>	<b>Additional for doctoral programmes</b>	
7.1	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	Choose mark
7.2	The structure and the content of a doctoral programme of study ensure the quality provision of doctoral studies.	Choose mark
7.3	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	Choose mark
7.4	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.	Choose mark
7.5	The research interests of academic advisors and supervisors adequately cover the thematic areas of research conducted by the doctoral students of the programme.	Choose mark
7.6	Research equipment, laboratories, workshops and existing bibliographic material support the programme of study.	Choose mark
7.7	The quality of the doctoral theses of the programme in this field is in line with international standards.	Choose mark
7.8	Doctoral candidates have publications in scientific journals and/ or participate in international conferences.	Choose mark
7.9	The institution has mechanisms and funds to support writing and attending conferences of doctoral candidates.	Choose mark
7.10	The candidates demonstrate skills in designing and in conducting productive self-directed research.	Choose mark
7.11	Candidates are aware of the ethical implications of their research and of their responsibilities as scientists.	Choose mark
7.12	Suitable procedures of monitoring and periodic assessment of students' research progress are set.	Choose mark

7.13

There is a clear policy on authorship and intellectual property.

Choose  
mark

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

Click or tap here to enter text.

**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 the following assessment area:**

Assessment Area	<b>Non-compliant/ Partially Compliant/Compliant</b>
Additional for doctoral programmes	Choose answer

## 8. Additional for joint programmes

(ALL ESG)

### Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
  - *Denomination of the degree(s) awarded in the programme*
  - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
  - *Admission and selection procedures for students*
  - *Mobility of students and teaching staff*
  - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
  - *Handling of different semester periods, if existent*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

*You may also consider the following questions:*

- *Does the joint study programme conform to the requirements of a study programme offered at the specific level?*
- *Is there a system that assures the quality of joint provision and guarantees that the aims of the programme are met?*
- *Do the mechanisms for ensuring the quality of the joint study programme take into consideration the European Standards and Guidelines (ESG)? Are they adopted by all the universities involved?*
- *Is the division of responsibilities in ensuring quality clearly defined among the partner universities?*
- *Is relevant information about the programme, e.g. admission requirements and procedures, course catalogue, examination and assessment procedures, well documented and published by taking into account the specific needs of students?*
- *What is the added value of the programme of study?*
- *Is there a sustainable funding strategy among the partner universities? Explain.*

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 - 5
<b>8. Additional for joint programmes</b>		
<b>8.1</b>	The joint study programme promotes the fulfilment of the mission and achievement of the goals of the partner universities.	Choose mark
<b>8.2</b>	The joint study programme has been developed by all the partner universities, which are also involved in its further development.	Choose mark
<b>8.3</b>	The partner universities have defined the responsibility of the parties in the common agreement.	Choose mark
<b>8.4</b>	The joint study programme conforms to the requirements and directions of national and international legislation.	Choose mark
<b>8.5</b>	The joint study programme is based on the needs of the target group and of the labour market.	Choose mark
<b>8.6</b>	Students are provided with advisory and support systems concerning learning and teaching at the partner universities.	Choose mark
<b>8.7</b>	The cooperation contract sets out the procedure for resolving disputes concerning the execution of the joint study programme, which ensures the protection of the rights of students and teaching staff.	Choose mark
<b>8.8</b>	The partner universities have agreed on how to seek feedback from students regarding the organisation and process of their study.	Choose mark
<b>8.9</b>	The partner universities ensure the economic sustainability of the joint study programme.	Choose mark
<b>8.10</b>	The degree awarded is justified by:	
<b>8.10.1</b>	The learning outcomes	Choose mark
<b>8.10.2</b>	The collaboration between/among the institutions delivering the programme	Choose mark
<b>8.11</b>	The jointness of the programme development is effective.	Choose mark

<b>8.12</b>	The students' mobility between/among the collaborative institutions provide students with rewarding experiences that facilitate employability in Europe.	Choose mark
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**Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.**

Click or tap here to enter text.

**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 the following assessment area:**

Assessment Area	<b>Non-compliant/ Partially Compliant/Compliant</b>
Additional for joint programmes	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.*

EUC is a dynamic new HEI with very good prospects of development. It has established organizational procedures both for conventional and distance learning programmes. It also has adequate infrastructure to support them.

The programme under consideration is attractive and is supported by an excellent group of academics, including permanent staff and external scientific collaborators. There are a lot of well-designed courses covering introductory, as well as advanced topics of Artificial Intelligence.

The EEC identified some inefficiencies that, if confronted, could add significant value to the programme. Particularly:

- a) EEC strongly suggests adjustments in the programme structure, particularly making the MSc thesis compulsory and increasing from 6 to 8 the number of courses taken by the students. In this way, students will acquire a broader and deeper knowledge and skills on Artificial Intelligence, and develop responsibility and autonomy at the appropriate level for an MSc program, according to the European Qualifications Framework.
- b) The number of the permanent teaching staff supporting the programme is limited compared to the number of the external scientific collaborators. Furthermore, most core AI courses are supported only by external scientific collaborators. EUC should plan to increase the number of qualified permanent teaching staff in the immediate future, in order to secure the sustainability of the programme, accumulate experience and minimize risk of negative impact on students.
- c) EEC encourages more actions to increase the interaction between students, by introducing more group projects and peer-review practice across courses.

EEC notices that a lot of information about the campus facilities or student services is provided in the proposal (in annexes 4 and 5), that is not related to distance learning students.

To conclude, EEC believes that the programme under evaluation has a strong potential and encourages EUC to consider the aforementioned recommendations in a constructive manner.

## E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Ioannis Refanidis	
Iordanis Kavathatzopoulos	
Xianghua Xie	
Natasa Sladoje	
Nikolaos Georgiou	
Click to enter Name	

**Date:** 31/1/2020