



Doc. 300.1.1

Date: Date.

# External Evaluation Report (Conventional-face- to-face programme of study)

- **Higher Education Institution:** EUROPEAN UNIVERSITY CYPRUS
- **Town:** NICOSIA
- **School/Faculty (if applicable):** SCIENCES
- **Department/ Sector:** COMPUTER SCIENCE AND ENGINEERING
- **Programme of study- Name (Duration, ECTS, Cycle)**

**In Greek:**

Programme Name

**In English:**

COMPUTER ENGINEERING (4 ACADEMIC YEARS, 240 ECTS, BACHELOR)

- **Language(s) of instruction:** ENGLISH
- **Programme's status:** EXISTING Choose status



**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.*

Due to the Covid-19 pandemic, this External Evaluation Committee (EEC) visited the European University Cyprus (EUC) in Nicosia, and met with faculty members, staff and students remotely and online to evaluate the BSc Computer Engineering (CE) Program on February 18, 2021. The visit was arranged and facilitated by Natasa Kazakaïou, the Agency of Quality Assurance and Accreditation in Higher Education representative. Before the online visit, the EEC members were provided with relevant program documents and videos to review.

During the online site visit, the EEC had a series of informative and constructive discussions with teaching and administrative staff and students to learn about the EUC and the CE degree program under evaluation. The EEC received a number of presentations about the visions and plans for the EUC and School of Sciences, as well as the degree curriculum and the research environment that support the CE program. Among many faculty members the EEC met, they include L Symeou (Vice Rector of Academic Affairs), P Papageorgis (Associate Professor, Dean of the School of Sciences), M Appiou Nikiforou (Assistant Professor, Department Chair), V Gkretsi (Assistant Professor, Internal Quality Assurance Committee), P Chourides (Associate Professor, Internal Quality Assurance Committee), G Hadjichristofi (Associate Professor, Program Coordinator) and C Dimopoulos (Associate Professor, Program Coordinator), to name some of them. The EEC also met many current and former students, who provided their first-hand experiences of the program. Free-flow discussions with administrative staff also gave the EEC members a valuable opportunity to appreciate the support and student services provided to students and dedication of the staff members. Toward the end of the visit, the EEC members were also invited to attend one of the online lectures.

In addition to the online site visit, a full description and details of the CE degree program in the document entitled “Application for Evaluation – Accreditation Program of Study” were made available to the EEC. The EEC acknowledged with thanks to the EUC colleagues for making samples of exam papers and student answers promptly available for review, as requested by the EEC during the discussion. Faculty and staff members provided candid and unreserved answers to all questions raised by the EEC. All in all, the EEC found that the EUC has provided comprehensive documentation and information for this evaluation process. The EEC would like to express its gratitude to the EUC colleagues for their efforts in accommodating and facilitating this evaluation of the CE program of study.

The specific findings and suggestions for further improvement from the EEC are provided in the rest of this report.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Letizia Jaccheri</b>	Professor	Norwegian University of Science and Technology
<b>Mihai Adrian Ionescu</b>	Professor	Ecole Polytechnique Fédérale de Lausanne (EPFL)
<b>Kin K. Leung</b>	Tanaka Chair Professor	Imperial College
<b>Ioannis Zapitis</b>	Electronics and Computer Engineer	ETEK
<b>Michalis Michael</b>	Student	Public 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) sub-areas*
  - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
  - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

### **Findings**

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

### **Strengths**

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

### **Areas of improvement and recommendations**

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

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

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

### **Sub-areas**

- 1.1 Policy for quality assurance**
- 1.2 Design, approval, on-going monitoring and review**
- 1.3 Public information**
- 1.4 Information management**

### **1.1 Policy for quality assurance**

#### 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*

### **1.2 Design, approval, on-going monitoring and review**

#### Standards

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
  - *is designed so that it enables smooth student progression*
  - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
  - *defines the expected student workload in ECTS*
  - *includes well-structured placement opportunities where appropriate*
  - *is subject to a formal institutional approval process*

- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

### **1.3 Public information**

#### Standards

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

### **1.4 Information management**

#### Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - *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*
  
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

### 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 of the European University Cyprus (EUC) has about 2,000 registered students supported by 58 Faculty members and 120 scientific collaborators. Computer Engineering (CE) is a core degree program of this school and is viewed as one of the most active engines of the school, being considered one major success. For instance, a major improvement in research funding and activities was achieved in last several years (e.g., four-time increase in external research funding)

In general, there is a good balance between local and international student population for diversity and learning (at the school level 55% of the students are local and 45% international).

One particularity of the CE degree program is that it was developed to meet the constraints and expectations of the local conditions in Cyprus.

A policy for quality assurance has been established and is currently exercised, including an internal evaluation committee and well-defined procedures.

There is informal, constant feedback from students to faculty members, which helps maintaining and improving quality.

However, based on the documents provided and interviews, we observed a higher than expected drop-out rate with a relative small student enrolment in the CE program, which should be carefully analysed in the future.

### **Strengths**

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

Overall, the CE program meets the quality conditions and expectations for a Higher Education Institution in Cyprus and at the European level.

The particularly mixed local and international student population enhances diversity and offers multi-cultural experiences.

A positive outcome of small class size is that it allows personal interactions between faculty and students, and efficient monitoring of student progress by faculty members.

The CE program includes hand-on practical experiences and design projects that students appreciate.

Some program related activities such as robotics, Olympiads and other competitions promote and enforce students' learning.

The CE offers particularly improved links between teaching and research, which is close to good international practices in the field.

A quality assurance process has been established and the program has been accredited by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education and the Technical Chamber of Cyprus (ETEK).

### **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 following areas of improvement and recommendations have been identified:

1. Collect and communicate in a systematic manner relevant statistics (e.g., number of applicants, student acceptance rate, examination pass rates, etc.) to all related faculty and staff in order to facilitate ongoing monitoring and improvement of the CE program.
2. Run the established process for quality assurance on an annual basis for timely identification of issues and continuous program improvement.
3. Monitor and identify the causes of the relatively high drop-out rate and follow up with support for students who transfer to other programs. This may be particularly critical and important for a program like CE that has a relatively small number of registered students.
4. Enhance the quality assurance policy and practice by engaging and receiving feedback from international experts in the related fields (e.g., the current curriculum does not have any course on artificial intelligence and machine learning, which are very important topic in computer engineering and should be included in the program). This will assure a better international alignment and can regularly source the program with internationally hot topics, which will contribute to the attractiveness of the program.

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

<b>Sub-area</b>		<i><b>Non-compliant (score 1 &amp; 2)/ Partially Compliant (score 3) /Compliant (score 4 &amp; 5)</b></i>
<b>1.1</b>	Policy for quality assurance	3
<b>1.2</b>	Design, approval, on-going monitoring and review	4
<b>1.3</b>	Public information	4
<b>1.4</b>	Information management	3

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

### Sub-areas

#### **2.1 Process of teaching and learning and student-centred teaching methodology**

#### **2.2 Practical training**

#### **2.3 Student assessment**

### **2.1 Process of teaching and learning and student-centred teaching methodology**

#### Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

### **2.2 Practical training**

#### Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

### **2.3 Student assessment**

#### Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*

- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

*You may also consider the following questions:*

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

### ***Findings***

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

Teaching methodologies in use are appropriate. The course portfolio includes a mixed of theory and practical work across various courses.

Student feedback suggests they find interactions between faculty members and students satisfactory, especially due to relatively small classes.

Faculty members are readily available to students, including support for students in their job search.

The process for student assessment is appropriate as reflected in samples of exam papers and scripts.

Industrial internship opportunities are available to students, although not mandatory.

### Strengths

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

The educational outcomes of this study program are well defined in the document Application for Evaluation – Accreditation Program of Study. For each of the 37 courses (compulsory and elective), there is a clear specification of a) course purpose and objectives, b) learning outcomes, c) prerequisites, course content, bibliography, teaching methodology, and assessment.

Student feedback on teaching is directly received and considered by faculty members to improve course delivery and exam, especially during the pandemic such as through the use of Digital platform to achieve the purposes.

### 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. Enrich teaching methodology beyond mainly relying on face-to-face lecturing. The EEC proposes that learning methodologies such as group projects, assignments and experimental work by groups of students will be further investigated, specified, and implemented.

2. Invite and develop additional relationship and participation on the internship program from industries and public sectors (like for examples schools).

3. It may be advantageous to provide student survey results directly to faculty members for the purpose of improvement of the program.

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

Sub-area		<i>Non-compliant (score 1 &amp; 2)/ Partially Compliant (score 3) /Compliant (score 4 &amp; 5)</i>
2.1	Process of teaching and learning and student-centred teaching methodology	5
2.2	Practical training	4
2.3	Student assessment	4

### 3. Teaching staff (ESG 1.5)

#### **Sub-areas**

#### **3.1 Teaching staff recruitment and development**

#### **3.2 Teaching staff number and status**

#### **3.3 Synergies of teaching and research**

### **3.1 Teaching staff recruitment and development**

#### Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

### **3.2 Teaching staff number and status**

#### Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

### **3.3 Synergies of teaching and research**

#### Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's*

courses.

- *The allocation of teaching hours compared to the time for research activity is appropriate.*

*You may also consider the following questions:*

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

### Findings

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

There are 15 faculty members: 5 associate professors, 4 assistant professors, 1 lecturer, 4 special teaching personnel, and 1 special scientist.

Faculty members have very good and relevant expertise to teach in this CE program; most of them have PhD degrees from leading universities in the UK and US.

No information about faculty development (e.g., tenure and promotion processes) and strategies for future recruiting areas/fields is available to the EEC.

According to the presentations, it seems that there is appropriate teaching load for faculty members in the program.

The EEC has been made aware of an encouraging improvement in terms of increase of external research funding that enables strong coupling between teaching and research.

The EEC has experienced a positive engagement between associated faculty members and the EEC members in elaborating the degree program.

### Strengths

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

Coupled with relatively low student-to-faculty ratio, reasonable workload and competency areas of faculty members enable quality instruction

### 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.*

Perhaps related information has not been provided to the EEC, there seems to be a need to:

1. Establish strategic areas of expertise for further recruitment of faculty members, and
2. Define and promote clear career development for faculty members (e.g., tenure and promotion processes and criteria).

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

<b>Sub-area</b>		<b><i>Non-compliant (score 1 &amp; 2)/ Partially Compliant (score 3) /Compliant (score 4 &amp; 5)</i></b>
<b>3.1</b>	Teaching staff recruitment and development	3
<b>3.2</b>	Teaching staff number and status	5
<b>3.3</b>	Synergies of teaching and research	4



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

##### **Sub-areas**

- 4.1 Student admission, processes and criteria**
- 4.2 Student progression**
- 4.3 Student recognition**
- 4.4 Student certification**

##### **4.1 Student admission, processes and criteria**

###### Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

##### **4.2 Student progression**

###### Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

##### **4.3 Student recognition**

###### Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
  - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
  - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

## 4.4 Student certification

### Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

*You may also consider the following questions:*

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

### Findings

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

The EEC saw evidence that the appropriate certificates and recognition are issued to students upon completion of the program, and that the program has been accredited by various national and international bodies.

The EEC has also observed that student progression from year to year in the degree program is appropriately monitored and supported by exams and other means of assessment so that students can move forward in their studies.

Specific admission requirements for this degree program (e.g., maths or physics in secondary school) were not clearly provided.

### Strengths

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

Students completing the program receive recognition through the accreditation process by the national and international bodies. The committee verified that the program is fully recognized by the National Professional Body for Engineers (ETEK), which is the engineering regulatory body in Cyprus.

According to students' feedback during this evaluation process, the EEC has observed a high level of satisfaction among students, regarding the program and the support they receive (e.g., employment opportunities after graduation).

***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. The EEC believes that by providing clear admission criteria and requirements to students, it will assure the admittance of students with the appropriate academic background, and hence reduce possible dropout cases.
2. To attract students, especially international ones, it may be helpful to actively promote and advertise the positive values and high potential of this program to prospective students (e.g., through promotion in secondary schools), and relevant stakeholders.

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

<b>Sub-area</b>		<b><i>Non-compliant (score 1 &amp; 2)/ Partially Compliant (score 3)/Compliant (score 4 &amp; 5)</i></b>
<b>4.1</b>	Student admission, processes and criteria	3
<b>4.2</b>	Student progression	4
<b>4.3</b>	Student recognition	5
<b>4.4</b>	Student certification	5

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

### Sub-areas

#### 5.1 Teaching and Learning resources

#### 5.2 Physical resources

#### 5.3 Human support resources

#### 5.4 Student support

### 5.1 Teaching and Learning resources

#### Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

### 5.2 Physical resources

#### Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

### 5.3 Human support resources

#### Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

## 5.4 Student support

### Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

*You may also consider the following questions:*

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

### Findings

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

According to the virtual tour video of the University and from other videos that the EEC has seen, it seems that the EUC has very beautiful campus and facilities.

Good student services including tutors and councillors are available to support students both in terms of academic and personal well-being.

There are direct and open communication channels between faculty members and students, which enable feedback from and support for the students.

According to students' feedback during this evaluation process, the department has provided excellent online learning and support for students during the Covid-19 pandemic.

Extensive electronic library through collaboration with other external organizations is available to students.

Appropriate laboratories such as robotics and computer labs are available for use by this degree program.

Exchange program with overseas institutions is actively running and students are being encouraged to participate, because the program is a helpful resource for them in gaining international exposure in their study.

### Strengths

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

Good teamwork among various administrative and support staff exists to ensure students' positive education experiences.

New research collaboration established with other institutes by associated faculty members is acknowledged, which also open new opportunities for students to broaden their horizon from the CE program.

### 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, Further make use of the newly established research collaboration with other institutes to benefit students in the CE program.

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

Sub-area		<i>Non-compliant (score 1 &amp; 2)/ Partially Compliant (score 3) /Compliant (score 4 &amp; 5)</i>
<b>5.1</b>	Teaching and Learning resources	4
<b>5.2</b>	Physical resources	5
<b>5.3</b>	Human support resources	4
<b>5.4</b>	Student support	5

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

### **Sub-areas**

#### **6.1 Selection criteria and requirements**

#### **6.2 Proposal and dissertation**

#### **6.3 Supervision and committees**

### **6.1 Selection criteria and requirements**

#### Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
  - *the stages of completion*
  - *the minimum and maximum time of completing the programme*
  - *the examinations*
  - *the procedures for supporting and accepting the student's proposal*
  - *the criteria for obtaining the Ph.D. degree*

### **6.2 Proposal and dissertation**

#### Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - *the chapters that are contained*
  - *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - *the minimum word limit*
  - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

### **6.3 Supervision and committees**

#### Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*

- reports per semester and feedback from supervisors
- support for writing research papers
- participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.

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?

### Findings

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

Click or tap here to enter text.

### Strengths

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

Click or tap here to enter text.

### Areas of improvement and recommendations

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

Click or tap here to enter text.

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

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



## 7. Additional for joint programmes (ALL ESG)

### Sub-areas

- 7.1 Legal framework and cooperation agreement
- 7.2 The joint programme

### 7.1 Legal framework and cooperation agreement

#### Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *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*

### 7.2 The joint programme

#### Standards

- *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.*
- *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.

### Findings

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

Click or tap here to enter text.

### Strengths

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

Click or tap here to enter text.

### Areas of improvement and recommendations

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

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
7.1	Legal framework and cooperation agreement	Choose answer
7.2	The joint programme	Choose answer

## D. Conclusions and final remarks


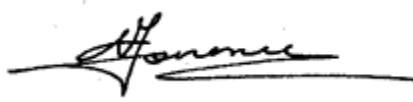



*Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.*

Based on the detailed documentation provided and additional information collected through presentations and discussions during the online site visit, the EEC finds the good quality of the BSc Computer Engineering Program at the EUC. The curriculum covers a balance of theoretical and practical courses. Teaching staff has good qualifications and appropriate expertise to provide high-quality instruction, while other staff members provide necessary services and support to students. Feedback from former and current students has confirmed their positive educational experiences from the Program. This finding is also consistent with the fact that the Program has been accredited by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, and the Technical Chamber of Cyprus (ETEK).

Among a number of recommendations provided above, the EEC would like to highlight the following key suggestions to further improve and strength the Program:

1. Collect and communicate relevant statistics (e.g., number of applicants, student acceptance rate, examination pass rates, etc.) and student feedback results on teaching quality to facilitate timely monitoring and improvement of the Program.
2. Monitor and identify the causes of the relatively high drop-out rate and follow up with support for students who transfer to other programs. Provide clear admission criteria and requirements to prospective students will be helpful for admitting students with appropriate academic background and reducing possible drop out.
3. Engage and receive feedback from international experts in the related fields to keep up with curriculum development of similar degree programs at other leading universities (e.g., to incorporate courses on artificial intelligence and machine learning). This also helps identify strategic areas of expertise for faculty recruitment.
4. To enhance the industrial relevance and visibility of the program, it is helpful to develop additional relationship and collaboration with industries and public sectors in order to increase participation and strength the internship program. Furthermore, it is also desirable to develop relations with proper stakeholders (i.e. schools at the national and international level) and dissemination channels to attract students, especially international ones.
5. It would be helpful to define and announce clear career development policies such as tenure and promotion processes and criteria for faculty members. Although such policy information may have been provided to faculty members, it was not made available to the EEC.

### E. Signatures of the EEC

Name	Signature
Letizia Jaccheri	
Mihai Adrian Ionescu	
Kin K. Leung	
Ioannis Zapitis	
Michalis Michael	
Click to enter Name	

**Date:** February 21, 2021