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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION
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Doc. 300.1.3

Date: 09-09-2025

Feedback Report from EEC Experts

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

In Greek:
Επιστήμη των Υπολογιστών (4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο(BSc))

In English:
Computer Science (4 academic years, 240 ECTS, Bachelor (BSc))

- **Language(s) of instruction: English**
- **Programme's status: Currently Operating**
- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

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 2021 [L.136(I)/2015 – L.132(I)/2021].

A. External Evaluation Committee (EEC)

Name	*Position*	*University*
Professor Thomas Heide Clausen	Department of Computer Science	Ecole Polytechnique
Professor Nik Bessis	Professor of Computer Science, Senior Advisor (Research), Multi-institutional Alliance for Research on Global Challenges Project Lead, Institutional Lead for UKRN & OR4, Director of Data Science Research Centre	Edge Hill University, United Kingdom
Professor Damal K. Arvind	Full Professor and Chair in Distributed Wireless Computation, School of Informatics	University of Edinburgh, Scotland, UK
Mr. Yiannis Zapitis	Member(Professional Body)	University
Mr. Paraskevas Kyriakou	Student	University

B. Guidelines on content and structure of the report

The EEC based on the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) and the Higher Education Institution's response (Doc.300.1.2), must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.

1. **Study programme and study programme's design and development**

   (*ESG 1.1, 1.2, 1.7, 1.8, 1.9*)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
1 -The EEC recommends that the quality assurance process be more explicit, documented, and available to students, faculty, and the public alike.	1 - The Department staff has collected a comprehensive list of documents relating to quality assurance and many processes and mechanisms that are in place and describe various aspects of the operation of the Department. A **Departmental Handbook** has been compiled by bringing together the above-mentioned documents and it is available in the departmental response document (07.14.323.007.300.3.2) The handbook (as a PDF) will be made available in the following ways: a) as part of the resources of all courses of the Programme on the Blackboard platform; b) uploaded on the Department's SharePoint storage; c) Uploaded on the University website on a page related to the school (please use this link and scroll to the bottom of the page).	The department has indeed taken considerable effort in both responding to the EECs comments, as well as in developing a departmental "faculty handbook" capturing the QA considerations and processes, specific to the CS department — and made this information publicly available

2 - Whereas the EEC recognises that the programme is successful, in order for it to continue to be, it recommends that the programme be given a thorough review, in view of 1. identifying courses that have become an aggregation of disparate topics, 2. identify courses whose relevances have decreased in view of the progress of the field, and 3. identify "hot topics" not presently covered by the programme.	2 – Following the recommendation of the External Evaluation Committee (EEC), a thorough review of all courses was conducted and keeping in mind the new available version of the IEEE/ACM/AAAI Computer Science Curricula 2023 (Annex 5). The listing which follows outlines the changes made. The majority of changes bear some relevance (direct or indirect) with the three "update/review categories" mentioned by the EEC on the left. a. The course "System Analysis and Design" (or SAaD for sort) has been removed from the curriculum. The following justifies this removal. SAaD was originally introduced into the curriculum with the primary aim of explaining to the students certain business aspects, challenges and opportunities that exist in system analysis. SAaD is a primarily theoretical course. It is followed by a course titled 'Software Engineering 1' (or SE1, for sort) which aims to apply knowledge gained in SAaD in a real world project. In subsequent years, the instructors of SE1 found themselves having to repeat material from SAaD in order to refresh the student's memory and direct any practical aspects. In more recent years, most of SE1 is invested in repeating SAaD material and then students are tasked with applying the practical aspects on their own time as assigned coursework for the course. The pertinent instructors were asked to review the material on both courses and offer their opinion on whether there is too much overlap between the courses. Their response explained that there was only one aspect of the material that was present in SAaD but not in SE1 and that this aspect could easily be integrated in SE1. This was the first reason why the removal was considered. The second reason related to the feedback received from SAaD students relating to the course. Students found the course to be too theoretical and not practical enough, noting that what they were being taught had practical aspects but there is no time for actually implementing. The third reason related to the feedback received from SE1 students relating to the course. Students complained about having to go through the same (as SAaD) material again, while they were happy to apply the knowledge as coursework. With the above in mind, it was decided to remove SAaD from the curriculum and insert missing aspects to the SE1 course. C. The contents for course "Software Engineering I" (or SE1 for sort) have been enhanced to include material relating to Information Systems, as well as some business aspects thereof. This relates directly to the previous point and the fact that the course 'System Analysis and Design' was found to contain considerable overlap with SE1 and as such the former has been removed from the curriculum. D. A new compulsory course titled "Principles of IoT Systems" has been added to the curriculum. This relates to a hot topic (as per the EEC recommendation, see Section 4. Point 1) and a branch of computer science and networking that is gaining interest every day. E. A new elective course titled "Advanced Object-Oriented Programming" has been added to the listing of electives of the curriculum. This advanced elective shows the thinking process for building object-oriented systems. F. A new elective course titled "Cloud Engineering" has been added to the listing of electives of the curriculum. This course will enhance the theoretical as well as practical knowledge of students in the 'hot topic' of cloud computing. A relevant addition was recommended by the EEC (please see Section 4. Point 1). This course is offered also in the Department's Programme of Study "Computer Engineering". G. The title of the course 'Artificial Intelligence' has been changed to "Decision Support Systems in Artificial Intelligence'. This follows a recommendation of the EEC for invariant course titles. Also, the contents of the course have been enhanced with material relating to Large Language Models following the recommendation of EEC (for LLM coverage, please see Section 4. Point 1) H. The title of the course 'Foundations and Programming of AI' has been altered to 'Foundations and Programming for AI and ML'. This change was deemed necessary as the content of the course includes relevant ML aspects and at the same time ML is a 'hot topic'. I. The course 'Compiler Design' will no longer be a compulsory course but rather be moved to the list of electives for the Programme of Study. The thinking behind this move is that while compiler design is foundational and essential, it is a more specialized and an established field with less frequent, large-scale breakthroughs that generate the same level of public buzz as AI, for instance. J. The course 'Video Game Design' will no longer be offered as a elective and will be removed from the curriculum. This has to do with the fact that video game design is not fundamental to computer science. It incorporates programming but also involves narrative, artistic and business aspects that are not core to the primary focus areas of computer science like software engineering principles, algorithms, data structures and more. K. A course titled 'Wireless and Mobile Networks' has been added to the list of electives for the Programme of Study. The reason for adding this course is that it will complement the knowledge to be obtained from the new 'Principles of IoT Systems' course which was added as a 'hot topic' at the EEC's recommendation (see Section 4, Point 1). This course is offered also in the Department's Programme of Study "Computer Engineering". Furthermore, a structural change has been made to the mathematics part of the curriculum; this is explained below: At present the program includes the 'Mathematics Requirements' category which contains a sub-category titled 'Mathematics Elective'. This sub-category gives the students the choice between two courses: 1. Introduction to Machine Learning and 2. Introduction to Cryptography The change is as follows: The course 'Introduction to Machine Learning' will be treated as a compulsory course, moved from the sub-category and integrated in the 'Mathematics Requirements' (main) category. The reason for this is two-fold: a) the topic of machine learning is a 'hot topic' and one that will provide students with fundamental knowledge in the area, and b) the IEEE-CS/ACM/AAAI joint task Computer Science Curricula 2023 (Annex 5) report actually dictates an increase of hours required for mathematics subjects related to AI (so this course is a perfect fit). The move of 'Introduction to Machine Learning' to compulsory means that the 'Mathematics Elective' sub-category does not need to exist anymore. So, the 'Mathematics Elective' sub-category will be removed. The second course 'Introduction to Cryptography' will be moved to the category of electives for the Programme of Study. The above changes are documented in: ▪ Annex 1 – (Table 1) Structure of the Programme of Study ▪ Annex 2 (Table 2) Course distribution per semester ▪ Annex 3 – Course Descriptions ▪	The EEC appreciates the efforts of the Department, in reviewing and revising its course offerings to be aligned with modern standards — such as the IEEE/ACM model curriculum — and to include current important industry trends (IoT, AI, Cloud Engineering, …). With these changes (and those in point 3 on the next page) the EEC considers that the BSc programme is **fully compliant in sub-area 1.2.** The EEC nonetheless strongly encourages the department to continue to regularly review and revise the programme contents.

3 - While the EEC recognizes that revising an accredited programme is subject to strict constraints and rules, and therefore is perceived as a herculean (and/or overly bureaucratic) task, the EEC nonetheless observes that the field of computer science moves so rapidly that agility is needed to maintain a programme such that it equips its graduates with the skills that employers are needing (and — of significant importance — therefore also maintaining the programme economically profitable to offer). To this end, the EEC recommends that the department investigates ways of achieving this degree of agility while remaining in strict conformance with conditions of accreditation. Although the EEC does not pretend to possess any "magic formula" for how this can be done, we offer the following reflections to the department (Note that the EEC is specifically not referencing specific courses, as we recognise that there is sufficient expertise in the instructors to carry out this task): 1. Identify the invariant-courses for the programme: some concepts are core (say, data structures and algorithms) and are "trend-independent". Define and describe core courses in those invariant terms. For learning about "graphs and graph algorithms", it is immaterial if the language of instruction for the exercises is C, Java, Ada, or MOS6502-assembler. 2. For "trend-following courses", define and describe those around the abstract principles, to make them into invariant courses. A course in "Java Programming" — like a course in "Smalltalk Programming" — may have an expiration date. A course in "Principles and Practice of Object-Oriented Programming" is less likely to become irrelevant, and can as description have "This course introduces the students to the principles of Object-Oriented Analysis, Design, and Programming using state-of-the-art Object-Oriented programming languages". Another example of this would be a course in "Software Engineering" — an invariant topic, whose invariant description could be something to the effect of "Introduces the students to the history and field of software engineering processes, and provides specific training of the prevalent software engineering methodologies used in the software industry". To give but another example, buzzwords have over the past 5 years changed from "ML" through "AI" to "GenAI" — yet, it is possible to define an invariant course of "Decision Support Systems and Machine Intelligence" which can capture everything from rule-based system through Bayesian Inference models and to LLMs.	3 The Department members appreciate the understanding of the EEC and at the same time align with its recommendation. More specifically: With respect to 'invariant terms' the Department would like to provide examples of the following existing courses: 1. CSE100 & CSE120 Programming Principles 1 & 2. (earlier versions of these courses were using Pascal, more recent versions were using Java, and the latest version utilizes C/C++) 2. CSE213 Web programming (a previous version of this course was using ASP.NET and IIS; the latest version utilizes HTML5, CCS and JavaScript) 3. CSE310 Database Management Systems (earlier versions were using Oracle; more recent were using MS SQL server and the latest version utilizes Oracle again) Also, without going into more details, further invariant name examples include: 4. CSE200 Data Structures and Algorithms 5. ECE210 Computer Organization and Architecture 6. CSE300 Data Communications and Computer Networks 7. CSE320 Operating Systems 8. CSE325 & CSE410 Software Engineering 1 & 2 9. CSE405 Information Security 10. CSE335 Smart Phone Programming With respect to 'trend-following courses', the Department would like to provide the following information: Existing courses: 1. "Introduction to Machine Learning"; a mathematics elective which (based on the Computer Science Curricula 2023 recommendations) will now be a compulsory course. 2. A compulsory course: "Foundation and programming for AI and ML" 3. A compulsory course: "Decision Support Systems in Artificial Intelligence". The title is based on the respective EEC recommendation and the contents have been enriched with Large Language Models material (based on the respective EEC recommendation). Newly introduced courses: 1. A new compulsory course titled: 'Principles of IoT Systems' (based on the respective EEC recommendation) 2. A new elective titled: "Advanced Object-Oriented Programming" 3. A new elective titled: 'Cloud Engineering' to provide theoretical and practical knowledge on hot topic of cloud computing (as per the respective EEC recommendation) 4. A new elective titled: "Wireless and Mobile Networks" to complement the course related to IoT. The syllabi for all the aforementioned courses are available in: - Annex 3 – Course Descriptions (using Word's tracked changes feature so that changes are obvious), - Annex 4 – Course Descriptions (updated, after changes have been applied) .	The EEC appreciates the effort of the Department, in reviewing and revising its course offerings to be aligned with modern standards — such as the IEEE/ACM model curriculum — and, to include current important industry trends (IoT, AI, Cloud Engineering, …). With these changes (and those in point 2 on the previous page) the EEC considers that the BSc programme to be **fully compliant in sub-area 1.2.** The EEC nonetheless strongly encourages the department to continue to regularly review and revise the programme contents.

4 - One approach to the two previous top-level bullet points — and, again, without the EEC pretending that this is the preferred approach and without prescribing its application — could be through a particularly granular application of the "competency-based learning" framework: 1. Inquiring among the stakeholders of the programme (faculty, industrial advisory board, recent graduates, current students) which competencies are sought, at a very detailed level (which programming languages? Which communications protocols? Which ML systems? Which cloud platforms?, …) 2. Grouping these "competencies" into coherent and logical blocks — and identifying prerequisite blocks for these. 3. Then, mapping those to courses — existing or new — as a way of identifying the viability of existing courses, identifying competencies that need to be added to existing courses, identifying when a "group of competencies" are scattered among existing courses (or, disparate competencies are concentrated in an existing course) and quantifying the need for creation of new courses 4. Finally, for each of these, generalise the denomination and description to both be invariant: focusing on the principles, not the "buzzword" 5. The goal of the above is to enable a technological evolution to be rapidly added to the curriculum without requiring a reaccreditation action. If you have a course called "LLM and GenAI", or even "ML and AI" then — when the next digital quantum leap called GenEUC occurs thanks to the research in your department at EUC — that course would become defunct — but a course called "Decision Support Systems and Machine Intelligence" would not since it can seamlessly integrate GenEUC as the current "Predominant technology for Machine Intelligence" 6. The EEC insists that the above is not intended to be prescriptive — but, rather, to encourage the department to be creative and visionary in seeking to satisfy both the requirements for accreditation, and for training its graduates to be more than conversant with the latest evolutions in the field of computer science.	4 - The Department members very much appreciate the effort that has been put into this report and how the EEC is really assisting with our goal to maintain this Programme of Study as one of the most highly regarded in Cyprus. The detailed (competency-based learning) recommendation of the EEC provides a very valid and timely suggestion. In 2024 the ACM/IEEE-CS/AAAI have released the Computer Science Curricula 2023 guidelines and recommendations (please see Annex 5), which provides a new knowledge model as well as a new competency framework. The Department has chosen to follow the valuable recommendations of the EEC and perform targeted changes and enhancements to specific courses of the curriculum (detailed in Section 1, Point 2). With these changes the Programme of Study: a) Reflects the current trends in CS (i.e. AI, ML, IoT) b) Becomes more attractive and marketable c) Addresses, to some extent, the CS2023 recommendations. The new knowledge model and competency framework CS2023 is now a part of the Department's future Programme development plans.	The EEC recalls that this was a suggestion — not a prescription — to the Department, as one approach to undertake the programme revisions suggested in points 2 and 3 on the previous pages. The EEC notes that the Department has adopted the competency framework CS2023 as part of its programme development plans going forward. This is a contributing factor to the EEC to consider the BSc programme is **fully compliant in sub-area 1.1.**

2. Student - centred learning, teaching and assessment

(*ESG 1.3*)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response

1 - The EEC recommends considering that midterm and exam papers be graded anonymously, and that key course exams have a second grader.	1 – The Department acknowledges that the practice of anonymous grading, as well as that of a second grader do contribute to a more objective approach to grading. The Blackboard platform which is the official LMS of the university does provide for anonymizing assignments and tests. Some courses of the curriculum do have midterm and final examinations that are practical on the PC (programming or otherwise developing). It is therefore possible to have these courses use anonymous marking of submissions and names revealed when grades are posted. For the remaining course of the curriculum, where the midterm and finals exams are on paper; the approach that can be used is that of security sticker which will be attached to the front cover of each student's answer book and cover the details of the student. In this manner the marking will be done anonymously. When all papers have been marked and the grades are ready then the stickers can be removed and the student details revealed. For the time being, it has been decided to test-pilot this approaches during the F2025 semester and use a sample of courses taught from full-time members of faculty. In this manner we will be able to realize if the approaches will work. One possible issue relates to the funds for the stickers but this can be worked into the Departmental budget should the approach(es) prove viable. With regards to the second grader, at present, a second grader for key course exams is not possible due to the current teaching load of instructors and the absence of teaching assistants. The only time when a second blind review of an exam paper can be performed, is when any student feels that their exam answers were not marked correctly and they can request for an 'appeals procedure'. Full details of this procedure can be found on the University Charter, (Annex 2, Section 19 of the Charter).	The EEC appreciates the effort and experimentation undertaken in generalising anonymous grading of midterms, and encourages the department to implement this across the board once the most efficient modalities have been determined. The EEC notes that second-grading would not be possible due to the current workload of faculty members and the absence of teaching assistants. The EEC nonetheless continues to believe that second-grading would be beneficial and encourages the Department and the Institution to continue to explore this possibility. Notwithstanding this, with the effort made towards anonymous grading of midterms being underway, the EEC considers that the BSc programme is **fully compliant in sub-area 2.3.**

2 - The EEC strongly urges the department to ensure that the policy of returning, in a timely manner, grades (and comments) for assignments, midterms, and exams, be systematically enforced for all courses and instructors	2 – Department members agree that providing timely feedback to students is vital in the learning process. Starting from Fall 2025 the Department has established and will use a new policy that will enforce a maximum of 15 calendar days return on any graded coursework. The policy has been incorporated in the Departmental Handbook (and it is available in the departmental response document, 07.14.323.007_300.3.2) and will be communicated to all teaching staff.	The EEC commends the Department in preparing the Faculty Handbook in such a short space of time, and in documenting the departmental processes for course review and revision, and the expectations of teachers (including providing timely feedback). The EEC notes that this recommendation was not directly linked to an area of non-compliance or partial compliance.

3 - The EEC received student feedback that nature of delivery of a course was heavily instructor dependent. For example, one student noted that a course they had followed was "purely theoretical with no application or labs", whereas another student from a later year was surprised since they found that course to be "the one where I really learned to write computer programs through the extensive labs". The EEC recommends that an effort be made to ensure consistency between sections of the same course, or between successive executions of the same course.	3 – It is a fact that the teaching style and experience of an instructor is one of the very important factors affecting the learning process of the students. This is even more true in practical/applied courses (that include elements of programming). Instructors are of course given the academic freedom to choose how to deliver the material in the best possible way. In addressing the issue though, and in agreement with the observation of the EEC, the Department has amended the syllabi of all courses that include practical (programmatic) work so that a relevant recommendation is inserted in each relevant syllabus. The amendment has been inserted at the end of the 'Teaching Methodology' section of the course syllabus. It will be titled "Recommended Practical Load" and it will include a brief description on the recommended practical load for the course. For example, the text inserted for the course "Programming Principles II – Robotics Lab" is the following: *In addition to any weekly exercises, the students are assigned at least 5 (five) programmatic assignments and given a week for each one*. This is a matter that will be communicated to all instructors during the coordination meeting at the beginning of every semester. All syllabi are provided in : - Annex 3 – Course Descriptions (using Word's tracked changes feature so that changes are obvious), - Annex 4 – Course Descriptions (updated, after changes have been applied) .	The EEC fully agrees with the notion that instructors need academic freedom to chose how to deliver the course material — provided that the pedagogical objectives are met. The EEC applauds the pragmatic approach chosen by the Department, to amend the syllabi with indicators of the balance between theory and practicals. The EEC notes that this recommendation was not directly linked to an area of non-compliance or partial compliance.

3. Teaching staff

(ESG 1.5)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
1 - Reduce high workload in teaching	The teaching responsibilities of instructors are dictated by the University Charter. In addition, the University follows the 'Internal Regulation on Research Policy' (Annex 6) which describes the 'Teaching Hour Reduction' scheme that is a point accumulation system (based on research and other academic and related activities). With this system it is possible for instructors to 'collect' points which will allow them to obtain a maximum of two course (up to 6 hours) reduction for a full-time semester depending on departmental needs. Based on this we should mention that the Department average is 9 hours of teaching per week as seen from the collected THRs through the last 3 years (please see Departmental response document – and graphs provided there, 07.14.323.007_300.3.2, and more specifically Section 4, Response Point 1).	The EEC is cognisant of the "Teaching Hour Reduction" scheme that allows instructors to average 9h/pw of classroom time, in place of 12h/pw Nonetheless, the EEC maintains that in comparison to European standards, this remains a high teaching load. Further, the EEC noted that these 9h/pw (or 12h/pw) does not include setting up, delivering, labs, grading, etc. Indeed, the EEC recommended that, "The Faculty members would benefit from support for marking, and demonstrating in the laboratory in the form of graduate Teaching Assistants." The EEC notes with satisfaction that in the departmental response document, the Department writes "the University intends to broaden the use of Graduate Teaching Assistant (GTA) positions as a sustainable approach to support Ph.D. enrolment, improve the quality of teaching, and alleviate faculty workload". With this in mind, the EEC considers that the BSc programme is on track to be **fully compliant in sub-area 3.1.**

2 - Produce effective staff development plans for promotion	2 – This matter is more relevant to Departmental and the University level. To this extend, please refer to the response provided for the Departmental response document 07.14.323.007_300.3.2, and more specifically Section 5, Response Point 3.	The EEC agrees that this is also covered in the departmental response document.

Additional comment by the EEC to Area-3:

The EEC had found the department to be only partially compliant or non-compliant in area 5 — specifically due to the lack of CS staff at Professorial level to ensure leadership on strategic planning an development in both teaching and research. The EEC recommended a concerted effort at recruitment of one or more full professors, as well as development of a strategic vision for bringing the department forward.

The HEI has — institutionally — opened two position at “any rank” within the department, which is a golden opportunity for the department to add one or two faculty members at Professorial level. The EEC applauds the institution for this effort — and strongly encourages the department to seize this opportunity.

With this in mind, the EEC considers that the BSc programme is **on track to be fully compliant in sub-areas 3.2 and 3.3**.

4. Student admission, progression, recognition and certification

(ESG 1.4)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response

1 - The programme in its current form has not evolved much since its previous evaluation the EEC recommends that it be brought up-to-date to reflect the rapid progress in the field. For example, by introduction of courses in the Internet of Things, Large Language Models, Modern Software Systems Methods (DevSecOps, MLOps), Cloud Technologies (gcp) and other planforms (tensorflow) used for developing and deploying systems today.	1 – The Department appreciates the recommendation made by the EEC related to the update of the Programme of Study. To this extend, and as detailed in Section 1, Point 2; the following actions have taken place: - Creation of a compulsory course on "Principles of IoT Systems" - Introduction of the new elective course "Cloud Engineering" which contains material related to industry related approaches of creating, setting up and manipulating cloud platforms - Updated the course "Decision Support Systems in Artificial Intelligence" to incorporate Large Language Model material. With regards to content relating to 'Modern Software Development Systems Methods', it is true that a subject like this would help students very much and enhance their employability prospects. However, the versatile character of the industry development methods, together with their rate of advancement, makes it difficult to cover a majority of technologies. It is firmly believed by all members of the Department that the knowledge and work ethic bestowed on students during their studies are fundamental pieces of ammunition to deal with any technology that they encounter when they join the workforce.	The EEC appreciates the efforts of the Department, in reviewing and revising its course offerings to be aligned with modern standards — such as the IEEE/ACM model curriculum — and to include current important industry trends (IoT, Cloud Engineering). The EEC notes that this recommendation was not directly linked to an area of non-compliance or partial compliance and that all of Area 4 was — and remains — compliant.

2 - Some courses such as CSE305 (Systems Programming) and Cloud Computing is a potpourri of different topics seemingly hatched together without a common theme, and the EEC recommends that the course catalogue be examined and that courses exhibiting this be clarified.	2 – We thank the EEC for this observation. With regards to course CSE305 (Systems Programming), we agree with the EEC that the syllabus appears to be hastily completed and lacking clarifications detailing the material to be covered and how this material related to concepts on systems programming. Following the EEC's recommendation, the syllabus has been reviewed and more specific learning outcomes have been inserted along with a more obvious and elaborate description of the individual areas of systems programming that will be covered by the course. The bibliography has also been updated. The new course code will be CSE306. With regards to the 'cloud computing' course mentioned, it is assumed that the EEC refers to course 'Fundamentals of Distributed Systems with Cloud Computing'. This course includes some coverage of cloud computing but this is mostly introductory as the main theme of the course is distributed systems. To enforce the presence of cloud computing material in the Programme of Study, a new elective course has been introduced. This course is titled 'Cloud Engineering' (course code ECE390) and students will learn the theory and benefits of cloud computing and be introduced to technologies having to do with cloud engineering and the profession of cloud engineer.	The EEC appreciates the efforts of the Department, in reviewing and revising its course offerings to be aligned with modern standards — such as the IEEE/ACM model curriculum — and to include current important industry trends (IoT, AI, Cloud Engineering, …). The EEC notes that this recommendation was not directly linked to an area of non-compliance or partial compliance and that all of Area 4 was — and remains — compliant.

3 - The course entitled "Contemporary Topics" is a catch-all for any topic which can change each year. The EEC believes that this does not reflect well in the final transcript, unless the course title which reflects the content is included.	3 – We comprehend exactly what the EEC notes here relating to 'Contemporary Topics'. We would like to clarify here that each time this course is offered the pertinent instructor actually prepares a precise Course Outline for the course topic so that all information (title, description, learning outcomes, contents, grading and bibliography) is available. The transcript provided to students cannot include any extra information which would reflect the content of each specific instance. To provide this information it has been decided that all graduates will be provided with an 'EUC Diploma Supplement' An EUC Diploma Supplement is a standardized, Europass-branded document attached to a higher education diploma that provides a detailed and consistent description of the qualification, its nature, level, context, content, and the status of studies completed by the holder. It is designed to improve the transparency and facilitate the international recognition of higher education qualifications. For any student that has attended the 'Contemporary Topics' course the supplement will include the specific instance Course Outline therefore providing full details relating to the content of the 'Contemporary Topics' course.	The EEC finds the "Diploma Supplement" to be an excellent initiative, fully addressing the issue raised here. The EEC notes that this recommendation was not directly linked to an area of non-compliance or partial compliance and that all of Area 4 was — and remains — compliant.

4 - The electives available in the final year is limited to only 2 courses, which the EEC finds to be in the lower end	4 – Following the changes done with adding/removing/ changing various courses and the new semester breakdown, following the EEC recommendations, the number of electives has now increased to 3. Therefore, the students now have the ability to select up to 3 out of 14 (fourteen) electives. Even through 14 might seem like a large number, it should be clarified that not all electives are offered at every semester. Instead careful selection and planning goes into the offering of specific courses so as to accommodate student needs but also demonstrate that a wide range of interesting courses is offered to students so they can enhance their experiences beyond core subjects.	The EEC recognises the positive impact that the programme revision has had - with the ability for students to take three electives being a positive step. The EEC notes that this recommendation was not directly linked to an area of non-compliance or partial compliance and that all of Area 4 was — and remains — compliant.

5. Learning resources and student support

(*ESG 1.6)*

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response

1 - The EEC recommends acquisition of GPU clusters for computer-intensive projects and courses, especially in view of the increased application of Machine Learning	With respect to external resources, The Department has research and academic affiliations with the Cyprus Institute which is host to "Cy-Tera", an innovative, hybrid machine, which is the first supercomputer in Cyprus, and the largest open-access supercomputer in the Middle East, and provides a High-Performance Computing (HPC) Facility (Annex 7 contains the leaflet providing more detailed information). We would like to note also that all EUC faculty and students have access to the HPC facilities of the Cyprus Institute (Cyclone) for up to 20,000 core hours and 5,000 GPU hours in its 'preparatory access' mode at no cost. It is possible to apply for this mode all-year round (see this link https://hpcf.cyi.ac.cy/apply.html). In addition, it is possible to apply for the 'production mode' at the Cyprus Institute HPC facilities twice a year. The upper limit of this mode is 500,000 core hours and access is given on the Cyclone system. With respect to internal resources, obviously an in-house solution is the preferable option but the scale of the investment is considerable and difficult to be implemented in a single step. At present, we must note that members of the faculty have participated in a research project (GRATOS) in which a GPU server (HP Z6G4T X4114 with Nvidia Quadro P400) was purchased. Additionally, the CERIDES Excellence in Innovation and Technology, Center of Excellence has acquired, through its research projects 2 server machines with GPU capabilities. These machines offer some possibilities. However, with the new courses of the curriculum as well as possible usage for senior projects or research projects, needs are expected to increase. For this reason, the Department (during the Departmental Council meeting held on 03/09/2025) has decided that the Departmental budget will be used and gradually increase the capacity of the existing servers to match the needs of both the students and the faculty of the Department. The plan is to buy some additional equipment during 2025-26 and then more additional equipment during 2026-27 and in the following years adjust according to needs.	The EEC thanks the Department for these additional details on compute resources available to students and faculty. The EEC encourages the Department to continue to track and anticipate needs as they evolve. The EEC notes that this recommendation was not directly linked to an area of non-compliance or partial compliance and that all of Area 5 was — and remains — compliant.

6. Additional for doctoral programmes

(ALL ESG)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response

7. **Eligibility (Joint programmes)**

(ALL ESG)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response

L. Conclusions and final remarks

The EEC must provide final conclusions and remarks, with emphasis on the correspondence with the EQF.

EEC's final conclusions and remarks

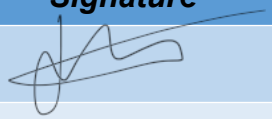
Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
1 - The EEC recognizes the quality of the education programmes on offer, as evidenced by both the student satisfaction, and by the documented employability of graduates.	1 – The Department members would like to thank the EEC for this recognition. It has always been the case that instructors of the Department are in very good terms with all students and provide a learning and support environment that nurtures the students' to strive and perform to the best of their abilities.	Choose level of compliance:

2 - Notwithstanding, the EEC has found that in particular the flagship programme of the department – the BSc in Computer Science – is in need of refreshing, to ensure the coherency of each course, and the currency of the programme.	2 – As presented in the previous sections of this document, the Department aligns with the EEC recommendations and therefore the Programme of Study and the course catalogue have now been reviewed and a number of changes have been done; please see • Section 1, Point 2 • Section 2, Point 3 and • Section 4, Point 2. Full documentation is also provided in the following documents accompanying our response: • Annex 1 (Table 1) – Structure of the Programme of Study • Annex 2 (Table 2) – Course distributions per semester. • Annex 3 – Course Descriptions The above changes are the ones implemented in the current time frame and constitute our attempt to follow the EEC recommendations for the review (and update) of the Program of Study as well as to the IEEE/ACM/AAAI Computer Science Curricula 2023 recommendations.	The EEC applauds the Department in undertaking a complete and thorough revision of the BSc programme in Computer Science — and in doing so have streamlined courses, included current topics and increased the options available to students to take electives.

3 - The EEC finds that the MSc programme constitutes an innovative "conversion programme", allowing numerate STEM(M) graduates to convert to CS postgraduates – and one student's testimony described is as "life changing". The EEC strongly recommends that within this programme, the research project is made mandatory whilst the electives are maintained – which may be enabled by revising and consolidating the core courses.	3 – Please see our response for this in the M.Sc. in Computer Science response document (07.14.327.084_300.1.2).	Choose level of compliance:
4 - Regarding the doctoral programme, the EEC applauds the initiative, and strongly encourages that the Department rationalizes its structure, notably by removing the "comprehensive exam" and reorganizing the preceding coursework to be better aligned with the PhD thesis subject. The EEC also recognizes that the Department needs reinforcements in terms of staff qualified to supervise PhD students. If it is to be able to attain its ambitions of admitting 10 PhD-students per year – and consequently strongly encourages recruitment of senior faculty members, and career advancement for current faculty members.	4 – Please see our response for this in the Ph.D. in Computer Science response document (07.14.327.082_300.1.2)	Choose level of compliance:

5 - Overall the EEC finds that the Department, the faculty members strive to attain high quality in their offerings. However, the EEC also observed that teaching and research pressures on the faculty members has implied that they have not had the head-space to plan effectively the future strategies for the Department and the programmes. Consequently, the final message is that the department should prioritize the recommendations in this report in terms of their importance, and act on them in a timely manner.	5 – The Department members would, once again, like to express their gratitude to EEC members for their genuine concern and considerable effort for providing such useful recommendations, constructive comments, well-meant guidance and sincere willingness to help improve both our Programs as well as the conditions for instructors. The Department members worked on all three Programmes (B.Sc., M.Sc. and Ph.D.) carefully embracing the EEC's recommendations. Changes have been made to the B.Sc. to review the course catalogue and modernize the curriculum. Changes have also been implemented, according to EEC recommendations, to the Master of Computer Science and the Ph.D. in Computer Science and detailed in the relevant response documents. In addition, always following the recommendations of the EEC, the Department has agreed on a strategic planning; introduced a policy of return of grades and feedback; hired two new faculty members and secured another three openings (coming up). Additionally, the University has confirmed that it plans to expand the scheme of teaching assistants to support the faculty more with their teaching obligations. The review of the three Programmes of Study as well as other actions in planning, recruitment, policy establishment, and more, will form a basis on which the Department can move forward and have a new and more positive perspective on what is to come in the future.	The EEC appreciates sincerely that the Department has received its recommendations in the spirit of "collegial feedback" that they were intended. The EEC is impressed by the responsiveness, quality and the quantity of work undertaken by the Department since the site-visit. (development of a detailed strategic plan, development of a departmental faculty handbook, thorough revisions of the different programmes, negotiations with the School and the Institution) — evidence again that the faculty members of the Department are striving towards high quality. The EEC also recognises that the Institution is making efforts to accord the department the ability to continue to implement its recommendations, *e.g.*, by opening faculty positions, and developing a Teaching Assistant programme. In conclusion, the EEC commends their professionalism, and considers that the Department and the B.Sc. in Computer Science is on a very positive trajectory, and — collegially — wishes the faculty members in the Department the best of success with the revised programme.

M. Signatures of the EEC

Name	Signature
Thomas Heide Clausen	
Damal K. Arvind	D K Arvind
Nik Bessis	
Yiannis Zapitis	
Paraskevas Kyriacou	
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