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Date: 19 February 2026

External Evaluation Report (Programmatic within the framework of Departmental Evaluation)

- Higher Education Institution: University of Cyprus
- Town: Nicosia
- School/Faculty: School of Pure and Applied Sciences
- Department: Department of Computer Science
- Department's Status: Currently Operating

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

Programme 1 – Doctorate

In Greek:

Επιστήμη Πληροφορικής (3-8 ακαδημαϊκά έτη, 240 ECTS, Διδακτορικό (PhD))

In English:

Computer Science (3-8 academic years, 240 ECTS, Doctorate (PhD))

Language(s) of instruction: Greek/English

Programme 2 – Master

In Greek:

Επιστήμη Πληροφορικής (1.5 ακαδημαϊκά έτη, 90 ECTS, Μάστερ(MSc))

In English:

Computer Science (1.5 academic years, 90 ECTS, Master(MSc))

Language(s) of instruction: Greek/English

Programme 3 – Bachelor

In Greek:

Πληροφορική (4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο(BSc))

In English:

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

Language(s) of instruction: Greek/English



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION





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. Introduction

This part includes basic information regarding the onsite visit.

Members of the External Evaluation Committee (EEC) reviewed the application reports submitted by the Department of Computer Science at the University of Cyprus for the Doctorate, Master, and Bachelor Programmes in Computer Science. Each report was evaluated individually prior to the site visit on 16–17 February 2026. The EEC held a preliminary remote meeting on 12 February to discuss the evaluation process, review the submitted documentation, and prepare for the visit.

During the site visit, the EEC met with a range of stakeholders, including Department management, teaching and administrative staff, students and graduates, and external partners. The committee also toured the campus, visiting the library, laboratories, and IT infrastructure, and attended part of a lecture. The EEC was provided with detailed information on the organization, structure, and curricula of the Department and the programs under evaluation, and received clarifications to outstanding questions from the documentation.

Based on the submitted materials and the site visit, the EEC concludes that the Department and its three programs maintain high standards and meet quality expectations. This evaluation report outlines how these standards are met and offers suggestions for further improvement.

The EEC wishes to thank the Department for a well organised and interesting site-visit. The EEC particularly wishes to extend its gratitude to all the individuals we met, and with whom we enjoyed enlightening and constructive exchanges that allowed us to understand the many nuances of the Department, the programmes that it offers, and the local and international context it operates within.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Alastair Beresford (Chair)	Head of Department, Professor	University of Cambridge, United Kingdom
Thomas Heide Clausen	Professor	Ecole Polytechnique, France
Sjouke Mauw	Professor	University of Luxembourg, Luxembourg
Gregory O'Hare	Head of School, Professor	Trinity College Dublin, Ireland
Polydoros Skannavias	Student of Computer Science	Cyprus University of Technology, Cyprus

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 each 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.

Findings for Doctorate

- The University has a comprehensive Quality Assurance Policy and an internal Quality Assurance System (QAS) both for QA of existing programs, and for evaluating new programs, or changes to existing programs. The QA process is iterative, involving all stakeholders (students, faculty, external stakeholders).
- The Department has effectively applied the QA process for revising and improving the programme in the past.
- The Department maintains, on their website, comprehensive and public information about the programmes, their content (including course descriptions), admissions criteria, and the people (instructors, administration, department management) involved, as well as easy access to theses and dissertations defended by its graduates.
- The Department both maintains, and indeed presents, detailed metrics for student performance, including programme completion time and rate, student demographics, recruitment numbers and gender split.
- The gender balance for students in the doctorate program is very good. However, there are concerns about the gender balance for the master and bachelor programs.

Findings for Master

- See findings for Doctorate

Findings for Bachelor

- See findings for Doctorate

Strengths

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

Strengths for Doctorate

- Students are included at all levels of governance (from the departmental council to the university senate) and are therefore integral in the QA processes.
- The Department maintains student employment information, despite the lack of a central system for alumni tracking at the university level.
- Members of the Industrial Advisory Board commended the graduates for their strong critical-thinking skills.

Strengths for Master

- See Strengths for Doctorate

Strengths for Bachelor

- See Strengths for Doctorate

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.

Areas of improvement and recommendations for Doctorate and Master

None.

Areas of improvement and recommendations for Bachelor

- During one of the meetings, teaching staff noted a decline in the critical thinking skills of incoming bachelor students. As a possible response, the introduction of an on-boarding course on critical thinking for first-year students is suggested.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>Doctorate</i>	<i>Master</i>	<i>Bachelor</i>
1.1	Policy for quality assurance	Compliant	Compliant	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant	Compliant	Compliant
1.3	Public information	Compliant	Compliant	Compliant
1.4	Information management	Compliant	Compliant	Compliant

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 and method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *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.

Findings for Doctorate

- Enrolment in the doctoral programme is proposed for students with either a BSc or an MSc.^{[1][SEP]}
- Students without an MSc are required to complete the equivalent of the course component of the MSc in computer science, prior to commencing their research and thesis work.^{[1][SEP]}
- After the course component is completed, students progress through the doctoral programme with three “checkpoints”: a comprehensive exam, a thesis proposal, and a thesis defence.^{[1][SEP]}
- The award of the degree is contingent on obtaining a passing grade across all three steps: the comprehensive exam, the thesis proposal, and the thesis defence.^{[1][SEP]}
- The comprehensive exam and the thesis proposal are both assessed internally in the Department.^{[1][SEP]}
- The thesis must provide an important and original contribution to scientific knowledge. However, there are no formal publication requirements in academic journals or conference publications as a prerequisite to be allowed to submit and defend a PhD thesis.
- The thesis defence is conducted before a “Dissertation Examination Committee” composed of five members: the PhD advisor, two other members of the Department, one member from another Department of UCY or another university or research center, and one member from another university or research center.

Findings for Master and Bachelor

- The Department consciously works towards a “knowledge-oriented” as opposed to “course-based” learning approach.
- All courses are evaluated through at least two different forms of evaluation, one of which is a final exam. The final exam contributes no more than 60% to the final grade. The assessment methods are communicated to the students at the beginning of each course. The courses apply a wide variety of assessment methods, which are tailored to the individual assessment needs of each course.
- Exams are graded by the instructors, or by their TAs under supervision of the instructors. To ensure fairness and transparency, grades are assigned according to a strict rubric. There are no second graders, and grading is not blind.^{[1][SEP]}
- If a student is not happy with their grade, they may appeal to the course instructor in the first instance for a review of their exam. The grade may be adjusted if found to be in error.
- The Department has not received claims of unfair, discriminatory or biased grading.
- These programs were taught in Greek to a principally Cypriot and Greek student population.^{[1][SEP]}
- Courses typically comprise lectures, tutorials (Q&A), and laboratory exercises (hands-on/practicals). Additionally, all faculty members are required to offer two hours per week of “office hours” where students can meet with faculty to ask questions about the course content or assessment.^{[1][SEP]}
- Students reported that faculty members generally were also available outside of class and office hours, and that they are always eager to engage with students.^{[1][SEP]}
- Students are able to undertake summer internships in industry, and the Department actively maintains partnerships with local companies proposing such internships.

Findings for Master

In addition to the common “Findings for Master and Bachelor” above, the ECC finds the following:

- Only one-third of the students graduate in the nominal two years, with most of the remainder graduating after 2-4 years of programme registration. A very small number of students do not complete the course within the required eight semesters, and withdraw. ^[L]_[SEP]
- While there is no difference in the registration as a full-time or part-time student, the majority of students in the programme are part-time students. The majority are in full-time employment and some an RAsip, in parallel with their studies. ^[L]_[SEP]
- To accommodate part-time students, courses in the programme start at 15:00 in the afternoon. Some courses are preceded by optional tutorials starting at 14:00. ^[L]_[SEP]
- The MSc for which accreditation is sought proposes two “tracks”: one track comprising 8 courses + a thesis and another track comprising 12 courses and no thesis.

Findings for Bachelor

In addition to the common “Findings for Master and Bachelor” above, the ECC finds the following:

- The Bachelor programme allows each student to choose a specialisation in semester 7, according to their interests, as well as choosing their diploma project. ^[L]_[SEP]
- Students can elect to undertake an industrial placement as part of the course. ^[L]_[SEP]
- 65% of the graduates from the Bachelor do so within 4 years. Students are allowed the flexibility to stretch their study time up to 6 years.

Strengths

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

Strengths for Doctorate

- The EEC was impressed by the Department routinely conducting exit interviews with graduates. These exit interviews indicate a very high level of satisfaction with their studies.

Strengths for Master

See strengths for Doctorate. Additionally:

- The Department, and its teaching staff, shows a commendable commitment and flexibility, in having adapted the delivery of the courses to the reality of their student body being largely working full-time in parallel with their studies – despite the manifest inconvenience it places on the teaching staff (and their families) to have to do a “full day of work” and then continue lecturing and teaching from 15h-21h at night.

Strengths for Bachelor

See strengths for Doctorate. Additionally:

- Graduates of the bachelor programme readily secure employment in both industry and the public sector, demonstrating the strong value of the degree.

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.

Areas of improvement and recommendations for Doctorate

- The EEC first wishes to recognise the high quality of the PhD dissertations that have been produced within the Department. [LTL] [SESEP]
- PhDs from the Department are defended before a committee with a strict majority (3/5) of members from within the Department, and with an even greater majority (4/5) being from within the University. [LTL] [SESEP] Consequently there is limited independent oversight of the award of the Doctoral degree. [LTL] [SESEP] When combined with the lack of a formal requirement for graduates from the doctoral programme to publish in peer-reviewed conferences or journals prior to their defence, this could give rise to the impression that graduates from the Department have not been subject to sufficient external scrutiny or international standards. The EEC notes that the observed standards of the theses and the scholarly published work emerging from the theses in the Department stands in stark contrast to such an impression.

[LTL] [SESEP] The process of PhD examination across Europe varies significantly between nations. In many countries, the Dissertation Examination Committee includes a majority of members who are external to the Department – and the PhD advisor is explicitly not a member of the committee and may not be permitted to be present or have speaking rights. For example, in Denmark 2/3rds of the committee are typically external; and in France and many schools in Germany more than half of the committee must be external. The situation in the UK and Ireland is somewhat different: PhD examination is a private meeting between two examiners, one internal and one external to the University, and neither of whom is the supervisor. Some universities require peer-reviewed publications as a prerequisite for submitting the thesis. [LTL] [SESEP]

The EEC notes that the Department implements the policies and procedures of the University for assessment of the PhD degree. [LTL] [SESEP] Notwithstanding this, the EEC suggests that the Department considers how to best ensure the due recognition of the Doctors that it graduates. To this end, the Department may wish to, for example, consider introducing a local rule which requires one or more international peer-reviewed publications as a pre-requisite for completing a suitable stage of the PhD programme. Over the longer term, the EEC encourages the Department to actively influence and contribute to evolving the University rules for doctoral education.

- The EEC urges some reflection upon whether admission to a PhD programme necessitates possession of a MSc degree as per CYQAA circular/announcement of 29th May 2025.

Areas of improvement and recommendations for Master

- One question raised during the visit was whether students could be awarded an MSc without writing a thesis. The EEC recommends this is clarified with the relevant authorities.

Areas of improvement and recommendations for Bachelor and Masters

- Opening the programme in English may result in a larger, more diverse, and thus less homogeneous, student population. The EEC therefore suggests that the Department proactively considers introducing additional measures to guard against student complaints of unfair or biased grading. One example which does not incur additional labour cost would be to adopt *blind grading* of final exams and other forms of assessment, whenever possible. ^[11 SEP]
- Students commented on how they were able to approach staff if they were unhappy with their grades. The process of resolving grade disagreements directly with the instructor may give the appearance of subjective grading, or the ability of students to negotiate a grade. ^[11 SEP] The EEC therefore urges adherence to existing formal mechanisms for grade appeal. While such discussions may assist the student, they are not a basis for grade negotiation.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		<i>Doctorate</i>	<i>Master</i>	<i>Bachelor</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant	Compliant	Compliant
2.2	Practical training	Compliant	Compliant	Compliant
2.3	Student assessment	Compliant	Compliant	Compliant

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.

Findings for Doctorate

- The department has 22 faculty members and a new Professor in AI is being recruited, funded by a 10 year (renewable) industry donation.
- Nearly 20% of the faculty members will retire by the end of the next academic year: one in August 2026 and three more in August 2027.
- The Department has requested — but so far, in vain — that the University opens positions to replace the retiring faculty members.
- Faculty members in the Department are fairly senior — with the most junior faculty member having completed their PhD 10 years ago.
- Faculty members are research active, and regularly publish in recognised international journals and conferences.
- All faculty members deliver the expected number of contact hours with students while remaining scientifically active and managing to produce high quality scientific publications.^{[1][2]}



- The career progression process for faculty members has a well-defined review-and-promotion schedule, which is known to all faculty members.

Findings for Master and Bachelor

See findings for Doctorate. Additionally:

- Faculty members are supported by six Special Teaching Staff and assisted by Teaching Assistants to prepare and deliver tutorials and lab sessions as well as grade assignments. [L]
[SEP]
- Each faculty member has to cover a large thematic area in the courses that they teach, some of which are outside of their research specialisation. [L]
[SEP]
- The current number of faculty members are *adequate* to deliver the Greek versions of the MSc and BSc courses. [L]
[SEP]
- Since nearly 20% of the faculty members are scheduled to retire by August 2027, the number of faculty members will no longer be adequate to deliver the Greek versions of the MSc and BSc courses by 2027-28 without the recruitment of additional academic staff, changes to the course structure and/or the introduction of additional teaching hours.
- Introducing English versions of the BSc and MSc in Computer Science will require teaching all, or, at least a significant subset of courses, twice: once in English and once in Greek. [L]
[SEP] It is the view of the EEC that the existing number of faculty members is insufficient to accommodate this increased teaching load. [L]
[SEP] Since nearly 20% of the faculty members will retire by August 2027, the current number of faculty members from 2027-28 and onwards is clearly insufficient to meet this increased teaching load. [L]
[SEP]

Strengths

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

Strengths for Doctorate

- Each faculty member maintains a solid scientific production and publication output, thus providing an excellent environment for doctoral students to evolve.

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.

Areas of improvement and recommendations for Doctorate, Master and Bachelor

- It is **imperative** that the University opens four faculty positions to replace retiring faculty members. This will enable the Department to continue to deliver the BSc and MSc programmes in Computer Science in Greek. Best practice and knowledge-transfer requires these positions be opened so that there will be no temporal gap between retiring and incoming faculty members. [L]
[SEP]
- It is **imperative** that the University opens a significant number of additional faculty positions before offering the BSc and MSc programmes in English. The precise number of positions required to be negotiated between the Department and the University to ensure that the teaching requirements are met and the teaching burden placed on existing staff is not significantly increased.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>Doctorate</i>	<i>Master</i>	<i>Bachelor</i>
3.1	Teaching staff recruitment and development	Partially Compliant	Partially Compliant	Partially Compliant
3.2	Teaching staff number and status	Partially Compliant	Partially Compliant	Partially Compliant
3.3	Synergies of teaching and research	Compliant	Compliant	Compliant

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.

Findings for Doctorate

The criteria for admission into the doctoral programme are well defined, and are publicly available on the department website.

- Enrolment in the doctorate programme is proposed for students with either a BSc or an MSc.
- Students without an MSc are required to complete the equivalent of the course component of the MSc in Computer Science, prior to commencing their research and thesis work.
- Beyond the course component, students progress through the doctoral programme with three “checkpoints”: a comprehensive exam, a thesis proposal, and a thesis defence.
- Graduation and awarding the degree is contingent on obtaining a passing grade in both the comprehensive exam, the thesis proposal, and the thesis defence.
- Students and graduates from the programme expressed that these “steps” in the process were helpful, and provided reassurance, structure and confidence building in their progression.

Findings for Master

- The criteria for admission into the MSc programme are well defined, and are publicly available on the department website.
- The entry requirement is a BSc (or equivalent) in Computer Science at grade II.1.
- The maximum duration that a student can be enrolled in the programme is 8 semesters.
- Given the absence of scholarships, most Masters students were working part-time, inevitably resulting in the elongation of programme completion durations.
- The Department had observed in the past that many Masters students, especially those working part-time, had no problems finishing their courses — but that it was harder for them to finish their thesis due to the open-ended nature of a research project and dissertation.
This motivated the Department to propose that students can undertake an additional three courses (bringing the total to 12) instead of undertaking a project and writing a dissertation.
- All students have an academic advisor monitoring their progress, guiding them through the programme choices, and accompanying them through any difficulties (academic or otherwise).

Findings for Bachelor

- The majority of students are admitted through the Pancypriot national exam, where the best students choose to join the BSc of the department.
- A small number of students are admitted through a similar Panhellenic exam, and an even smaller number of students are international or local transfer students.
- The nominal duration of the programme is 4 years, and maximum duration of the programme is 6 years.
- 65% of the students graduate in 4 years; 20% require 5 years; 15% 6 years and 7% of students fail to graduate.
- All students have an academic advisor, monitoring their progress, guiding them through the programme choices, and accompanying them through any difficulties (academic or otherwise) that they encounter.

Strengths

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

Strengths for Doctorate, Master and Bachelor

- Students unanimously praised the availability and accessibility of their professors, instructors, and academic advisors.

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.

Areas of improvement and recommendations for Doctorate

- One question raised during the visit was whether students could enter the Doctoral programme without them having previously obtained a Master's degree. The EEC recommends this be clarified with the relevant authorities.

Areas of improvement and recommendations for Master

- One question raised during the visit was whether students could be awarded an MSc without writing a thesis. The EEC recommends this be clarified with the relevant authorities.
- The EEC encourages the Department to reflect upon the structure and process of certification. It was felt that the award of an MSc was synonymous with a learning objective of undertaking a significant component of independent research. Indeed, this is stated in the Application for MSc Computer Science document Section 2, where the last learning outcome speaks explicitly about a dissertation.

It was also noted that the official title of the degree awarded to graduates did not differentiate those that were awarded the MSc with thesis and those without. The EEC would encourage reflection upon the awards and consideration of award titles. One possibility might be:

- A MSc where a dissertation is undertaken; (90 ECTS)
 - A Postgraduate Diploma where no dissertation (without the additional modules); (60 ECTS)
 - A Postgraduate Certificate with a fewer number of ECTSs eg 50 ECTSs
- The EEC notes the obligation of Universities to embrace the richness of learning through provision for Lifelong Learning. In this regard the EEC would encourage consideration of both acquisition, accumulation and *stacking* of ECTSs through micro-credentials into meaningful awards like postgraduate certificate, diploma and MSc. Given the nature of current delivery this ought to be easily accommodated.

Areas of improvement and recommendations for Bachelor

None.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>Doctorate</i>	<i>Master</i>	<i>Bachelor</i>
4.1	Student admission, processes and criteria	Compliant	Compliant	Compliant
4.2	Student progression	Compliant	Compliant	Compliant
4.3	Student recognition	Compliant	Compliant	Compliant
4.4	Student certification	Compliant	Compliant	Compliant

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.

Findings for Doctorate

- Students have access to computer rooms equipped with PCs, central computing resources (HPC cluster, etc), as well as several faculty-run research laboratories, e.g., for their thesis work.
- The IT infrastructure is replaced regularly, at a cycle of ~10 years for network infrastructure, and ~7 years for PCs in computer rooms.
- An extensive and modern library with a significant (electronic) reference collection is available to students, with extensive opening hours.
- The library provides quiet co-working spaces and isolated rooms for group work.
- Students expressed satisfaction with the resources that were available to them — be that teaching and learning, physical, or human support resources.

Findings for Master

See “Findings for Doctorate”, and in addition:

- All course materials are available electronically in an LMS
- For each course, a detailed syllabus is available to the students, in advance of the start
- Lectures for each course are held in, in priority, in smaller groups. When possible, each course also includes hands-on laboratory exercises.
- Students expressed that the instructors for all courses were knowledgeable, approachable and eager to exchange with students both during and outside office hours.

Findings for Bachelor

See “Findings for Master”, and in addition:

- The application report identified dissatisfaction with the limited access to specialised laboratory facilities.

Strengths

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

Strengths for Doctorate, Master and Bachelor

- Students have access to both generalist “computer rooms” and a diversified set of specialised platforms and research facilities provided by the research projects of the faculty members, according to the requirements of their projects and courses.

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.

Areas of improvement and recommendations for Doctorate, Master and Bachelor

- A replacement cycle of 7 years for PCs is, in this day and age, incredibly long in general — and, is unacceptably long for PCs in the computer labs that are used by computer science students for their projects, research, and courses. ^{TABLE 1} It is recommended that the university consider the specificities of the computer science students, and adapt a ~3 year replacement cycle.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>Doctorate</i>	<i>Master</i>	<i>Bachelor</i>
5.1	Teaching and Learning resources	Compliant	Compliant	Compliant
5.2	Physical resources	Compliant	Compliant	Compliant
5.3	Human support resources	Compliant	Compliant	Compliant
5.4	Student support	Compliant	Compliant	Compliant

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.

- The criteria for admission into the doctoral programme are well defined, and are publicly available on the department website.
- Applications are examined by the Postgraduate Studies Committee, composed of four faculty members. Shortlisted candidates are interviewed by the Committee and the potential doctoral advisors and recommendations are validated by the Council of the Department.
- Each PhD student is assigned a doctoral advisor and each faculty member can be an advisor for up to 10 PhD students at a time.
- Students without a MSc are required to complete the equivalent of the course component of the MSc in computer science, prior to commencing their research and thesis work.

- The minimum duration of a doctoral study is three years and the maximum is eight years. The median time taken to complete the PhD degree within the Department is, approximately, six years.
- After completing the course component, students progress through the doctoral programme with three checkpoints: a comprehensive exam, a thesis proposal, and a thesis defence.
- Graduation and awarding the degree is contingent on achieving a passing grade in the comprehensive exam, the thesis proposal, and the thesis defence.
- The comprehensive exam and the thesis proposal are both assessed internally in the Department.
- Students are required to submit an annual progress report to their doctoral advisor.
- Students and graduates from the programme expressed that the three checkpoints in the process were helpful, and reassured them in their progression.
- The thesis defence is conducted before a Dissertation Examination Committee composed of five members: the PhD advisor, two other members of the Department, one member from another university or research center, and one member from another Department of UCY or another university or research center.
- A template for both the format and structure of the PhD thesis is provided. TurnItIn is used for plagiarism checks, and theses are submitted to and archived by the library according to a well-defined process.
- There are no formal requirements of academic journal or conference publications, as a prerequisite to be allowed to submit and defend a PhD thesis.

Strengths

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

- PhD students and graduates appreciated that the structure imposed (comprehensive, proposal, and annual reports) helped reassure them of their progress, and of their readiness at the moment of their defence.

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.

- Please refer to the areas of improvement and recommendations given for Area 2 above..

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

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

D. Conclusions and final remarks

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

All three programmes are excellent: they are carefully designed to a high standard, and the BSc programme was recently reviewed and revised against appropriate international standards. Teaching is delivered in a student-centred manner and student feedback was very positive. There is a wonderful synergy between the research activities of the academic staff and the course content of all three programmes. Student admission criteria are clearly described, and a wide variety of assessment methods employed which best fit the needs of the particular course at hand. Tracking of student performance is good, and student outcomes are excellent in both the BSc, MSc and PhD programmes..

Our main area of concern is the sustainability of the current programmes, given that nearly 20% of academic staff are due to retire by August 2027.

It is **imperative** that the University opens four faculty positions to replace retiring faculty members. This will enable the Department to continue to deliver the BSc and MSc programmes in Computer Science in Greek. Best practice and knowledge-transfer requires these positions be opened so that there will be an overlap between retiring and incoming faculty members.<sup>[L]
[SEP]</sup>

Furthermore, it is **imperative** that the University opens a significant number of additional faculty positions before offering the BSc and MSc programmes in English. The precise number of positions required should be negotiated between the Department and the University to ensure that the teaching requirements are met and the teaching burden placed on existing staff is not significantly increased.



E. Signatures of the EEC

Name	Signature
Alastair Beresford (Chair)	
Thomas Heide Clausen	
Sjouke Mauw	
Gregory O'Hare	
Polydoros Skannavias	

Date: 19 February 2026

