

Doc. 300.1.2

## Higher Education Institution's Response

Date: 05.03.2024

- **Higher Education Institution:**

Neapolis University Pafos

- **Town:** Pafos

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

**In Greek:**

Programme Name

**In English:**

Computer Science and Artificial Intelligence  
(4 Academic Years, 240 ECTS, Bachelor (BSc))

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

- **Programme's status:** New

- **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. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2<sup>nd</sup> column of each table, the HEI must respond on the following:*
  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in \*.pdf format and named as annex1, annex2, etc.*

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>There is a formal policy for quality assurance (QA) for the programme of study, however it is not publicly available on the university website. This should be amended, so that the QA policy is publicly available to all, not upon request, on the university's website.</p>	<p>Thank you for bringing this to our attention. We have taken the necessary steps to ensure that the quality assurance (QA) policy for the programme of study is made publicly available on the university's website. Please see the link below. Transparency is important to us, and we aim to provide easy access to our policies for all our stakeholders.</p> <p><a href="https://policies-nup.netlify.app/">https://policies-nup.netlify.app/</a></p>	<p>Choose level of compliance:</p>
<p>The QA policy has a formal status and is guided by structures, regulations, and processes. The following points should be amended:</p> <p>(i) the minimum number of members that must attend in order for a QA meeting to take place must be clearly stated;</p> <p>(ii) meetings should not take place without the student member attending, in order to ensure appropriate representation of the student body in all meetings;</p> <p>(iii) the minutes of all QA meetings should be readily publicly available on the university website to all, not upon request;</p> <p>(iv) it is not clear if the QA committee has representatives from external stakeholders; the composition of the QA committee should include external stakeholders. All processes on the selection and term of QA members should be clearly stated in the policy that should be made publicly available.</p>	<p>Thank you for your valuable recommendations regarding our Quality Assurance (QA) policy. We have incorporated the suggested amendments to ensure greater clarity and representation:</p> <p><b>Meeting Composition:</b> The QA committee meetings will now require a minimum of three academic staff members, two student representatives, and one member from the scientific advisory board to be constituted.</p> <p><b>Attendance Requirement:</b> To validate the proceedings, the presence of at least one student representative and two academic staff members is mandatory, reaffirming our commitment to student involvement and representation.</p> <p><b>Meeting Minutes Accessibility:</b> We have made the minutes of the QA meetings publicly accessible on the university's website. They can be viewed by anyone with university credentials, promoting transparency within our academic community.</p> <p><b>Inclusion of External Stakeholders:</b> The composition of the QA committee has been updated to include at least one member from the scientific advisory board as an external stakeholder, ensuring a diversity of perspectives.</p> <p>Detailed processes regarding the selection and terms of the QA members have been articulated in the policy, which is readily available on the website for all relevant stakeholders.</p>	<p>Choose level of compliance:</p>

	<p>These changes underscore our dedication to a robust and transparent QA process that aligns with the best practices and the needs of our university community.</p>	
<p>It is not clear what precisely is the formal institutional approval process for the design of the programme as a whole and of its components individually. This point should be amended</p>	<p>The formal institutional approval process for the design of the programme and its components is multi-tiered, comprehensive, and collaborative, ensuring the involvement of various stakeholders to maintain high academic standards and industry relevance.</p> <p><b>1. Initial Development:</b></p> <p>The design phase begins with an internal collaboration involving contributions from staff and student representatives. Their input is crucial for aligning the programme's objectives with educational standards, academic goals, and student expectations.</p> <p><b>2. Scientific Advisory Board Review:</b></p> <p>The initial program design is then reviewed by our External Scientific Advisory Board. This board, comprising esteemed academics and researchers who are experts in the relevant field, offers advice on the content and structure of the programme and suggestions for scientific rigour and coherence. They also contribute feedback to other key activities such as marketing strategies for the program, overall educational strategy alignment, and ensuring the program's alignment with the latest scientific and academic developments.</p> <p><b>3. Business Advisory Board Consultation:</b></p> <p>With the Scientific Advisory Board's feedback integrated, the programme is then presented to the Business Advisory Board. This board, comprising industry professionals and stakeholders, evaluates the programme's relevance to current industry demands, potential career paths, and practical applications and provides industry-specific insights, ensuring that the programme prepares students for the current and future market demands. They particularly offer feedback on the practical applicability of programme components, career progression for graduates, alignment with industry trends and needs, marketing from a business perspective. Their feedback is crucial in ensuring that</p>	<p>Choose level of compliance:</p>

	<p>the program remains current and valuable in the real-world business environment.</p> <p><b>4. Finalization and Approval:</b></p> <p>The collective feedback from both the Scientific and Business Advisory Boards is used to refine the programme. This ensures a balance between theoretical knowledge and practical skills, preparing graduates for success in their academic and professional pursuits. This multifaceted review process ensures that the programme is not only academically robust but also attuned to the realities and requirements of the marketplace.</p> <p>Following this, the programme is submitted for final institutional approval, solidifying its place in our academic offerings. We are committed to transparency and excellence in our programme development process, ensuring that our graduates are well-equipped for both continued study and professional achievement.</p>	
<p>It was also not clear what is the process of periodically reviewing the programme contents to ensure that it is up-to-date, not only technically and scientifically, but also in response to changes in societal needs, student needs, and input from external stakeholders. The committee notes that even though the involvement of JetBrain in the programme design is commendable, there should also be other external stakeholders involved, to avoid overfitting the programme to one particular industrial direction</p>	<p>Our programme’s content undergoes a rigorous and systematic review process every two years to ensure its relevance and responsiveness to technical, scientific, and societal shifts. This periodic review is conducted in consultation with our Scientific and Business Advisory Boards, which we convene once a year. Their collective expertise is pivotal in aligning the programme's offerings with the latest industry trends, scientific advancements, and educational best practices.</p> <p>Moreover, our commitment to a multifaceted and relevant curriculum is reflected in our partnerships with a diverse range of industry leaders. We have Memoranda of Understanding (MOUs) with over 20 companies that are part of our Business Advisory Board. This extensive network ensures that our programme design and content are influenced by a broad spectrum of professional insights and not limited to the perspective of a single entity, such as JetBrains. Through this collaborative approach, we aim to equip our students with the skills and knowledge that are in demand across the industry, thus avoiding the risk of over-specialising the program in one particular direction.</p>	<p>Choose level of compliance:</p>

	<p>This structure of continuous improvement and stakeholder engagement ensures that our programme remains at the forefront of educational excellence, preparing students to meet the challenges of today's dynamic world.</p>	
<p>Furthermore, there was no evidence of students being involved in the design of the programme. As a result of this, the committee recommends that a formal advisory board on the programme design and revision should be established to include representatives from external stakeholders as well as students. Meetings should be formally held every two years specifically for the curriculum review. Student input to the review should be encouraged and documented.</p>	<p>We acknowledge the committee's concern regarding the involvement of students in the programme design process. However, as outlined previously, student representatives are indeed a key part of our programme design and review process. Perhaps this aspect was not sufficiently highlighted during our meeting, and we will take steps to ensure that this is rectified.</p> <p>Going forward, we will make certain that student input into both the program design and the review process is formally documented. This will include detailed records of student contributions during advisory board meetings and curriculum review sessions, which are to be held every two years as the committee suggests.</p> <p>Our commitment is to maintain an inclusive approach to programme development, ensuring that the perspectives of all stakeholders, particularly our students, are not just heard but are integral to shaping the curriculum. We believe this approach is crucial for creating an educational experience that is both relevant and enriching for our student body.</p>	<p>Choose level of compliance:</p>
<p>As this is a new programme, information on it is not publicly available yet on the university's website. When this becomes available, the committee recommends that, in addition to the information that is stated on the university website for its other CS programmes, the following points are also clearly stated: (i) teaching and learning procedures (currently only the assessment procedures are listed), and (ii) graduate employment information, when this becomes available.</p>	<p>Thank you for your recommendations regarding the new programme's information availability on the university website. We will ensure that, once the programme is publicly launched, detailed information about the teaching and learning procedures is included alongside the existing assessment procedures. Additionally, as soon as graduate employment data becomes available, we will also include this information to provide prospective students with a comprehensive view of the programme's outcomes. These steps will align with our commitment to transparency and providing thorough information about our educational offerings.</p>	
<p>In addition, the committee strongly recommends that all faculty and</p>	<p>Thank you for your recommendation regarding the listing of faculty and teaching staff on the</p>	



<p>teaching staff be listed on the departmental website of the university, with their brief CVs. Adding this information will meet the CYQAA standards</p>	<p>departmental website. We would like to assure you that it is our standard practice to list both full-time and part-time faculty and teaching staff, along with their CVs, on the university's website. Please see the departmental website link below. This is in line with the CYQAA standards.</p> <p>However, I should note that the special teaching staff from JetBrains and the two new hires are yet to be included on the website. Their inclusion is pending because their contracts are set to commence once the programme receives accreditation. As soon as the accreditation is confirmed, we will promptly update the website to reflect their involvement and provide their CVs for public view. We would like to highlight that we are committed to full compliance with all accreditation requirements.</p> <p><a href="http://nup.ac.cy">Department of Computer Science Archives - Neapolis University in Cyprus (nup.ac.cy)</a></p>	
<p>The committee was informed that logged information is used to make predictions about the number of future applications from prospective students, but not about student dropout. It was also not clear to the committee to what extent the causes of dropout were identified and fed into a strategy for reducing dropout. The committee was informed that even though the current CS dropout (15% in the first year, and negligible thereafter) costs the university in terms of tuition fees, it all balances out in the end because the university benefits from having more resources freed as a result of this dropout. This is not a healthy analysis of student dropout. The committee strongly recommends that dropout statistics are analysed and fed into a strategy aimed at reducing dropout.</p>	<p>Thank you for your recommendations regarding our approach to managing student dropout rates. We would like to assure you that we are already employing a comprehensive strategy aimed at not only understanding the root causes of dropout but also implementing targeted interventions to support our students better and reduce dropout rates.</p> <ul style="list-style-type: none"> <li>• We actively collect and analyse data encompassing a wide range of factors including academic performance, engagement levels, financial background, and personal circumstances. This is complemented by predictive analytics via the Targit system to identify at-risk students early.</li> <li>• Personal tutors conduct interviews with students to explore the specific and general factors contributing to their decision to leave the university, thus gaining a comprehensive understanding of both individual circumstances and wider trends related to student attrition.</li> <li>• We've developed personalised support programmes that offer academic tutoring, financial aid, mental health counselling, and career guidance tailored to the needs of each at-risk student.</li> <li>• Efforts to enhance academic and social integration include peer mentorship,</li> </ul>	



	<p>extracurricular activities, and study groups, aimed at fostering a supportive community.</p> <ul style="list-style-type: none"> <li>• Our approach also includes ongoing monitoring of at-risk students and the flexibility to adjust support strategies based on their evolving needs and feedback.</li> <li>• Faculty and staff are trained to recognize and respond to signs of student distress, and we maintain open, supportive communication with all students about the resources available to them.</li> <li>• To ensure the effectiveness of our interventions aimed at student support and retention, we follow a structured process for regular reporting and continuous improvement. Feedback from students, faculty, and staff is used, helping us to refine and improve our interventions based on direct insights.</li> </ul> <p>Our proactive and comprehensive strategy addresses the multifaceted nature of student dropout. By combining detailed data analysis with personalised support and community-building efforts, we aim to not only mitigate the immediate impacts of dropout but also foster an environment where all students can thrive and succeed.</p>	
<p>The course descriptions state the ECTS, number of weeks, and number of hours per week. This information does not cover the expected student workload of each course. The expected student workload should be broken down into:</p> <ul style="list-style-type: none"> <li>• Number of lecture hours (already there)</li> <li>• Number of preparation hours (missing)</li> <li>• Number of hours spent in coursework (missing)</li> <li>• Number of hours spent in exam preparation (missing)</li> <li>• Number of hours spent in exam (missing)</li> </ul> <p>This point should be amended for all courses.</p>	<p>We appreciate your feedback regarding the detailed breakdown of expected student workload in our course descriptions.</p> <p>It is important to note that in the Cyprus educational system, the approach to course syllabi and descriptions, guided by CYQAA (Cyprus Agency of Quality Assurance &amp; Accreditation), aligns with the European quality framework and the ECTS system. This means that our course descriptions typically include learning outcomes, competence goals, content and study materials, study volume, teaching hours, teaching methods, and assessment methods.</p> <p>However, we understand the value of providing a comprehensive view of the expected student workload. While this detailed breakdown is not a standard component of the course descriptions in our system, we ensure that such information is readily accessible to students through the Moodle pages for each course.</p>	

To illustrate, let's consider the Analysis and Design of Information Systems course, which is structured around learning activities rather than solely the course content. The course is designed for a total of 6 ECTS units, with each unit representing 27 hours of study. This sums up to a total workload of 162 hours. The course is delivered through a blend of lectures and tutorial work, where major concepts are introduced in lectures, and practical exercises are carried out in supervised tutorial sessions. This includes both group-based and individual work. Additional formative tasks are provided via Moodle.

**Here is a breakdown of the expected student workload for the course:**

**Scheduled contact hours:**

**Note:** included in scheduled time: lectures, project supervision, demonstrations, practical classes and workshops, scheduled lab work, fieldwork, external visits.

Lectures: 26

Supervised practical sessions: 13

**Guided independent study**

**Note:** included in guided independent study preparation for scheduled sessions: follow up work, wider reading or practice and revision, courseworks, assignments and exams

Formative Assessment: 30

Independent Summative Group coursework: 45

Independent laboratory work: 15

Exam preparation: 30

Exam: 3

Total hours: 162

We hope this example clarifies our approach and reassures you of our commitment to providing our students with all the necessary information for their academic success.

	<p>The new course syllabi that have been shared with you include a detailed breakdown of the student workload for additional clarity and guidance.</p>	
<p>The programme is too heavy in mathematics. The committee recommends that the material covered in these courses be consolidated into fewer courses, which are tailored to CS and AI, leaving more space for other CS and AI topics</p>	<p>Thank you for your feedback regarding the mathematical intensity of our Computer Science and Artificial Intelligence programme. We have considered your recommendations and have made significant adjustments to address these concerns.</p> <p>We have streamlined the mathematics content within the programme by consolidating and tailoring the material to be more directly relevant to Computer Science and AI. As part of this restructuring, we have decided to remove certain courses that were predominantly math-focused and not directly aligned with the core objectives of CS and AI. Specifically, we have removed the following courses:</p> <ul style="list-style-type: none"> <li>● Mathematical Analysis 3</li> <li>● Math Lab</li> <li>● Mathematical Statistics</li> </ul> <p>This revision allowed us to create more space in the curriculum for other vital CS and AI topics, ensuring that the programme remains balanced and focused on the most relevant and practical aspects of these fields.</p> <p>The updated programme structure can be found in Annex 1.</p>	
<p>The course Programming Paradigms in semester B introduces students to programming paradigms that are not relevant to today's AI, such as Pascal, Haskell, Prolog. The idea behind different programming paradigms can be covered in the introductory programming courses. We recommend revising this course, to place more emphasis on hands-on advanced programming.</p>	<p>Thank you for your feedback regarding the Programming Paradigms course offered in semester B. We have taken your recommendations into consideration and have updated the course curriculum accordingly.</p> <p>We have removed programming languages such as Pascal, Haskell, and Prolog from the course content. Now, the course includes practical experience with robots in the SmartCity Lab, emphasising functional programming for data science and AI, and object-oriented frameworks for AI applications. Projects involve creating software designs, proof of concept implementations, and testing with robots, fostering skills in designing AI programmes using advanced programming techniques. These changes were made</p>	

	to ensure that the curriculum remains relevant and aligned with current industry standards.	
It is not clear why courses on Operating Systems Development, Psychology, and Compilers are compulsory for this programme. We recommend that they become elective courses.	Thank you for your recommendation regarding the course structure of our programme. We have taken your feedback into consideration and have decided to make the courses on Operating Systems Development, Psychology, and Compilers elective rather than compulsory. This change will provide our students with more flexibility in tailoring their learning experience to their individual interests and career goals, while still maintaining a robust and comprehensive curriculum.	
The Artificial Intelligence course as it stands addresses topics in AI which are out of proportion to their current importance. Instead, topics in Machine Learning should be given greater prominence and time. The committee finds that research papers 1,2,3,6 in the course description are not appropriate for this course.	<p>In response to your feedback and evolving educational priorities, the Artificial Intelligence course which was previously too broad, has been meticulously divided into specific components to further enhance the learning experience. The central focus has shifted to "<b>ANN1: Introduction to Neural Networks</b>" where foundational concepts in neural networks are concentrated, while placing emphasis on their unique position as universal classifiers. Meanwhile, the remaining pertinent material has been strategically distributed among various segments, namely "<b>ANN2: Deep and Reinforcement Learning</b>" delving into advanced aspects of deep learning and reinforcement learning techniques, as well as "<b>Pattern Recognition and Machine Learning</b>" that generalises upon diverse predictive approaches and comparable models such as Bayesian Models and Support Vector Machines (SVM). Additionally, the "<b>Artificial Intelligence Lab</b>" has been incorporated to bridge the gap between theoretical understanding and practical application, providing hands-on experience in support of data-driven decision (by making use of diverse AI subfields), within various real-world application areas such as Sentiment Analysis, Natural Language Processing (NLP), as well as object recognition, image processing and understanding.</p> <p>This restructuring ensures comprehensive coverage of AI's critical aspects and allows for a more focused and in-depth exploration of each topic.</p>	
We recommend that the following elective courses become compulsory: Pattern Recognition and Machine Learning, Data Science and Big Data,	Thank you for your recommendations regarding the elective courses. We have carefully reviewed your suggestions and have decided to make the courses on	

<p>Data Mining, Human Computer Interaction</p>	<p>Pattern Recognition and Machine Learning, Data Science and Big Data, Data Mining, and Human Computer Interaction core components of our curriculum.</p> <p>We recognize the importance and relevance of these subjects in the current technological landscape and believe that integrating them as compulsory courses will provide our students with essential skills and knowledge necessary for their future careers. We are committed to offering a curriculum that is both comprehensive and aligned with the latest industry trends and demands.</p>	
<p>We recommend that the following new courses be introduced: Optimisation for Machine Learning, Natural Language Processing and Foundational Models (LLMs, Generative Models) in order to strengthen the AI angle of the programme and bring it up-to-date with the state-of-the-art in the area.</p>	<p>Thank you for your recommendations. We have carefully considered your suggestions and are pleased to inform you that these have been incorporated into our revised programme of study. Our updated curriculum now features a more robust and contemporary set of AI courses, designed to reflect the latest advancements and industry requirements in the field.</p> <p>In response to your advice, we have introduced a new course titled 'Optimisation for Machine Learning', which will provide in-depth knowledge and practical skills essential for this critical area in AI. Additionally, we have established an independent course on 'Natural Language Processing and Foundational Models'. This course will delve into Large Language Models (LLMs) and generative models, focusing on key applications such as Speech Processing, Understanding, and Generation, which are pivotal in the current AI landscape.</p> <p>Furthermore, as per your recommendation we have enhanced our existing 'Data Science and Big Data' course, making it a compulsory part of the curriculum. This course includes comprehensive coverage of predictive analytics. Additionally, in alignment with your suggestions, we've transitioned 'Data Mining' from our elective offerings to a new mandatory course.</p> <p>These changes are aimed at strengthening the AI focus of our programme and ensuring that our curriculum remains at the forefront of state-of-the-art developments in AI.</p>	



	Please refer to Annex 2 for the new compulsory course syllabi.	
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## 2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The drop-out rate of 15% in the first year in the existing undergraduate degree programmes in this department can become a cause for concern, as no analysis was presented on the outcomes of the exit interviews (or if such interviews were even held). An analysis of the causes for the dropout should inform the recruitment and retention of students in the proposed programme</p>	<p>We appreciate your concern regarding the dropout rate. As mentioned, we are already employing a comprehensive strategy that includes predictive analytics for early identification of at-risk students, personalised support plans, and ongoing monitoring, which was discussed in more detail above. This comprehensive approach is part of our proactive efforts to enhance student retention and success.</p>	<p>Choose level of compliance:</p>
<p>Some course titles could be revised to indicate explicitly when they are tailored to provide foundational elements to AI.</p>	<p>Thank you for your suggestion to revise course titles to more explicitly reflect their role as foundational elements in Artificial Intelligence education. We have implemented this change in our curriculum to better align the course names with their content and focus.</p> <ul style="list-style-type: none"> <li>● "Mathematical Analysis 1" and "Mathematical Analysis 2" have been renamed to "Analysis for Machine Learning 1" and "Analysis for Machine Learning 2", respectively. These new titles more accurately represent the courses' emphasis on mathematical concepts and techniques fundamental to Machine Learning.</li> <li>● "Algebra" has been updated to "Linear Algebra", clearly indicating the focus on linear algebraic methods that are crucial in various AI applications.</li> <li>● "Project-Based Exploration of Mathematical Modeling and Simulation" has been transformed into "Project-Based Exploration of Modeling and Simulation". This title shift emphasises the course's practical approach to modeling and simulation, which is essential in AI systems development.</li> </ul>	<p>Choose level of compliance:</p>
<p>when the staff members and the curriculum modules advance in numbers, the university should consider a formal Teaching &amp;</p>	<p>Your suggestion of establishing a formal Teaching &amp; Learning (T&amp;L) Board in the future is indeed a valuable consideration. As our staff members and curriculum modules expand, having a dedicated board to oversee</p>	<p>Choose level of compliance:</p>



<p>Learning (T&amp;L) Board to monitor the T&amp;L processes, shared responsibility of exam papers and assessment moderation, curriculum review and resources at all stages, taking into account the student and staff feedback more formally as well as the introduction of external examiners.</p>	<p>and monitor the teaching and learning processes would be highly beneficial.</p> <p>Currently, these responsibilities are managed effectively by the Programme Coordinator, the Assessment Board, and the Department's Council. These bodies collectively handle the shared responsibility of exam papers and assessment moderation, curriculum review, resource allocation, and the incorporation of student and staff feedback.</p> <p>Furthermore, it is pertinent to mention that there is a periodic review of the programme, which is conducted every two years. This review process is carried out in consultation with both the Scientific Advisory Board and the Business Advisory Board. The involvement of these advisory boards ensures that our programme stays relevant and up-to-date with the latest scientific advancements and industry trends. This collaborative review process plays a vital role in maintaining the high standards of our curriculum.</p> <p>As we grow and evolve, the establishment of a T&amp;L Board will certainly be a strategic step to further enhance the quality and effectiveness of our educational processes. This board would serve as a centralised body to ensure continuous improvement and adherence to the highest educational standards, taking into account the dynamic nature of both student needs and academic advancements.</p> <p>Your recommendation is greatly appreciated and will be a key consideration in our future planning for the development of the university's academic framework.</p>	
<p>It is recommended to have in place procedures, appropriate training, guidance and support, for teaching staff, to enable personnel to efficiently support the educational process. Workshop and training in pedagogical topics should be offered by experts in didactics and made compulsory for teaching staff.</p>	<p>Thank you for the recommendation. We acknowledge the importance of equipping our teaching staff with the necessary skills and knowledge to effectively support the educational process.</p> <p>Our Pedagogical Design unit, provides a range of seminars and workshops blending theoretical insights with practical teaching skills.</p> <p>To reinforce this, we have implemented a comprehensive training programme as a key part of our onboarding process for all incoming academic staff. This program comprehensively covers modern teaching methodologies, classroom management techniques, and the application of innovative educational tools, all aimed</p>	<p>Choose level of compliance:</p>

	<p>at bolstering student engagement and learning effectiveness.</p> <p>Additionally, some of our permanent staff members hold formal teaching qualifications, with some having achieved the title of Fellow of the Higher Education Academy. We encourage all our academic staff to consider working towards these qualifications as part of their personal development.</p> <p>For teaching quality assurance, we go beyond just student feedback and self-evaluations. Our approach includes a peer-review system where staff members observe and participate in each other's teaching sessions. This allows for observations and feedback on various teaching aspects, including lecture organisation, student interaction, and engagement techniques. This process aims to provide helpful insights and suggestions for improvement in a supportive environment.</p> <p>Please refer to Annex 3 for our Induction Policy for new faculty members.</p>	
<p>Students may benefit from the introduction of student mentors in the support services of the department, where the mentor is at a higher stage of studies (student buddy system).</p>	<p>Thank you for the suggestion regarding the introduction of student mentors in the support services of the department. We are pleased to inform you that such a system is already in place. In our department, these mentors are known as Student Tutors.</p> <p>They are students at higher stages of their studies who provide guidance, support, and mentorship to their junior peers. This Student Tutors programme has been instrumental in fostering a supportive and collaborative learning environment within our department. We continuously strive to enhance the support services available to our students, and the Student Tutor program is a key component of this effort.</p>	<p>Choose level of compliance:</p>

### 3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Pedagogical and Didactic training (as opposed to solely teaching experience) should be an essential component of the onboarding phase for new academic staff.</p>	<p>We understand that while teaching experience is crucial, it is equally important that our academic staff are equipped with strong pedagogical skills and didactic methods. In response to your comments we have already taken steps in this area aligning with your recommendations.</p> <p>Our Pedagogical Design unit, which already provides a range of seminars and workshops blending theoretical insights with practical teaching skills, will now be more prominently featured and accessible for all new staff members.</p> <p>To reinforce this, we have implemented a comprehensive training program as a key part of our onboarding process for all incoming academic staff. This program comprehensively covers modern teaching methodologies, classroom management techniques, and the application of innovative educational tools, all aimed at bolstering student engagement and learning effectiveness.</p> <p>Additionally, some of our permanent staff members hold formal teaching qualifications, with some having achieved the title of Fellow of the Higher Education Academy. We encourage all our academic staff to consider working towards these qualifications as part of their personal development.</p> <p>For teaching quality assurance, we go beyond just student feedback and self-evaluations. Our approach includes a peer-review system where staff members observe and participate in each other's teaching sessions. This allows for observations and feedback on various teaching aspects, including lecture organisation, student interaction, and engagement techniques. This process aims to provide helpful insights and suggestions for improvement in a supportive environment.</p>	<p>Choose level of compliance:</p>
<p>During their interview process for recruiting new academics, prospective candidates should be invited to give a short teaching lecture on a suggested topic to</p>	<p>We would like to assure you that as part of the university's formal recruitment process for new academic staff, we require candidates to present a concise teaching lecture on a relevant topic to the advertised position, along with a presentation outlining</p>	<p>Choose level of compliance:</p>

<p>evaluate their competence to lecture in English</p>	<p>their research, its connection to their teaching philosophy, and other relevant professional experience.</p> <p>This method serves to evaluate not only their proficiency in lecturing in English but also their instructional methods, capacity to explain complex ideas, and ability to actively engage their audience.</p> <p>This step ensures that we maintain a high standard of teaching and communication skills among our faculty members.</p> <p>The HR recruitment and hiring procedure for new academic staff can be found in Annex 4.</p>	
<p>There should be active involvement of senior staff within the University with experience of successful grant funding to mentor the staff. In addition, the department should pair them with other successful grant holders in their field to participate in future research proposals</p>	<p>We appreciate your suggestion and are pleased to confirm that our senior staff already engage in mentoring roles, particularly in guiding successful grant funding efforts. As our department grows, we recognize the opportunity to further expand and enhance these mentorship activities. While our current capacity is influenced by the limited number of senior staff, we are committed to increasing our efforts in this area, ensuring more comprehensive support and collaboration opportunities for all staff members. Thank you for highlighting this important aspect of our department's development.</p>	<p>Choose level of compliance:</p>
<p>The department should actively seek to appoint Visiting Professors in gaps in research topics that they wish to fill, who can mentor junior Faculty members and plug them into research networks.</p>	<p>We acknowledge the importance of strengthening our research capabilities and mentoring for junior faculty members. To this end, we commit to actively seeking appointments for Visiting Professors in areas where we aim to enhance our research expertise. These Visiting Professors will play a crucial role in mentoring our junior faculty and integrating them into broader research networks, thereby enriching our academic and research environment. Thank you for your recommendation.</p>	<p>Choose level of compliance:</p>
<p>There was no evidence of seed corn funding to bootstrap the research of newly-appointed faculty</p>	<p>Thank you for bringing this concern to our attention. We would like to clarify that our department indeed provides annual funding for each member of our faculty. This funding is designed to comprehensively support the research initiatives of faculty members. The support covers a variety of activities, including conference attendance, publication fees for academic journals, research equipment and materials, specialised</p>	<p>Choose level of compliance:</p>

	<p>software purchases, and support for pilot studies or initial data collection.</p> <p>These provisions effectively serve as seed corn funding to bootstrap the research activities of our faculty. This allocation is part of our commitment to fostering a robust research environment and supporting the academic growth and innovation of our faculty. We ensure that all new faculty members are informed about this funding opportunity and are guided on how to access and utilise these resources effectively for their research endeavours.</p> <p>The department's research procedure can be found in Annex 5.</p>	
<p>A PhD programme will help the recruitment of research-active faculty members and support research.</p>	<p>Thank you for highlighting the importance of a PhD program in enhancing our recruitment of research-active faculty members and supporting our research capabilities. We are pleased to inform you that we are currently in the process of developing a joint PhD program in collaboration with the University of Crete. This initiative is aimed at creating a robust platform for advanced research and academic exchange, which we believe will significantly contribute to our research objectives and faculty development. This partnership will offer a wealth of opportunities for collaborative research projects, joint supervision of PhD candidates, and shared resources, further enriching the academic and research environment of both institutions. We are excited about the prospects this collaboration holds and are committed to its successful implementation.</p>	
<p>The female gender imbalance (3/12 faculty staff) should be attended to in future appointments.</p>	<p>Thank you for bringing attention to this issue. We acknowledge the importance of diversity and equality in our academic community and are committed to addressing this in future appointments. While we currently have 3 female staff members out of 12 faculty positions, it is noteworthy to mention that these women hold significant positions in management, demonstrating our commitment to gender equality in leadership roles. Going forward, we will place a stronger emphasis on recruiting more female faculty members, ensuring a more balanced and diverse academic environment. This effort aligns with our broader commitment to diversity and inclusion within our institution.</p>	

The current syllabus for the proposed CS and AI course is light on AI courses, There are compulsory legacy CS courses such as Operating systems and Compilers, and the one on Psychology which could be replaced by specialist courses in AI (such as, Large Language Models, Predictive Analytics, Speech Processing/Understanding and Generation, Image Understanding) taught by current staff who have been retrained or future appointments with research expertise in these areas.

Thank you for your feedback on the syllabus for the proposed Computer Science and Artificial Intelligence programme. We have taken your observations into serious consideration and have addressed these in our revised programme of study. The updated curriculum now includes a more robust and focused set of AI courses, reflecting the latest developments and demands in the field.

At the forefront is our new, independent Natural Language Processing and Foundational Models course, diving into Large Language Models and generative modes, and covering vital applications like Speech Processing, Understanding and Generation.

The topics of image understanding and image processing are now more thoroughly covered within the courses of Pattern Recognition and Machine Learning, Robotics and Computer Vision, ANN2: Deep and Reinforcement Learning and Artificial Intelligence Lab.

Our elective Data Science and Big Data course, focusing on predictive analytics, has now become compulsory, complemented by the newly introduced compulsory Data Mining course and Human Computer Interaction course. These additions ensure our students are well-versed in key AI methodologies.

Furthermore, while we maintain essential legacy CS courses like Operating Systems and Compilers, we have evaluated the relevance of each course, including the one on Psychology, to ensure they align with the core objectives of the programme and have now added them to our electives list as per your recommendations.

Our current faculty will undergo targeted retraining where needed, supplemented by new appointments with specialised AI expertise, guaranteeing an education that's not only current but anticipatory of the evolving CS and AI landscapes.

This holistic approach prepares our students for the dynamic challenges and opportunities in AI and Computer Science, ensuring they emerge as innovators and leaders in the field.

Please refer to Annex 1 for the updated programme structure.

Two of the teachers in this programme are not employed by the university. They have an employment contract with the company JetBrains. Despite not being employed by the university, they are allowed to design courses, teach lectures and labs, and assess students. The committee recommends that the university sets up a formal procedure for selecting and appointing adjunct faculty, who can teach courses without being employed by the university. The criteria for nomination and responsibilities of such a position should be clearly stated.

Thank you for your recommendation regarding the formalisation of procedures for selecting and appointing adjunct faculty. We would like to clarify that even our part-time special teaching staff, such as those contracted with JetBrains, are subject to a formal recruitment process. Although this process is a condensed version of our full recruitment procedure, it maintains the same rigorous standards to ensure that all teaching staff, regardless of their employment status, are highly qualified and capable of delivering quality education.

This process includes short teaching and research presentations and thorough evaluation of the candidates' academic and professional credentials, teaching abilities, and relevant industry experience.

We have already established and formalised criteria for nomination and responsibilities for such adjunct positions. These include the following.

**Criteria for Nomination:**

- **Academic Qualifications:** Candidates must possess a Doctoral degree.
- **Professional Experience:** A track record of professional experience in the relevant industry or academic field.
- **Teaching Competence:** Demonstrated ability in teaching, which may include prior teaching experience, the ability to design and deliver course content, and student engagement skills.
- **Research Expertise:** For roles involving project supervision, a proven record in relevant research areas.

**Responsibilities:**

- **Course Development:** Designing course syllabi that meet the academic standards of the university and align with current industry trends.
- **Lecturing and Laboratory Supervision:** Delivering lectures and overseeing laboratory sessions, ensuring a high level of understanding and engagement among students.
- **Student Assessment:** Conducting evaluations and assessments in a fair and consistent manner, providing constructive feedback to students.



- **Academic Advising:** Offering academic guidance and support to students, aiding in their educational and professional development.
- **Research Contribution:** Engaging in research activities where applicable, contributing to the academic community's knowledge base.

This framework ensures that our adjunct faculty are well-equipped to contribute significantly to our academic programmes while maintaining the high standards we uphold at our institution.

Please refer to Annex 6 for the Department's Recruitment and Selection Procedure for Full-time and Adjunct Academic staff.

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>While all the faculty members that the committee met stated that they always provide grades accompanied by written feedback to all forms of hand-ins and exams, the committee found out from the students interviewed that this was mostly but not always the case. The committee recommends that the practice of providing grades and written feedback is strongly enforced by all.</p>	<p>We confirm that the consistent provision of grades and written feedback practice is indeed a standard policy in our institution. However, to reinforce its implementation and ensure its uniform application across all courses, we have introduced additional monitoring measures. The programme coordinator will now actively oversee this process, conducting regular checks to guarantee that all faculty members adhere to this practice for all assessments.</p> <p>This enhanced monitoring will involve periodic reviews of submitted assessments to confirm that comprehensive feedback is being provided alongside grades. In cases where adherence gaps are identified, the programme coordinator will work directly with the concerned faculty members to address any issues and ensure compliance with our feedback policy.</p> <p>We believe that this proactive approach will not only uphold the quality of our academic standards but also enhance the learning experience for our students by ensuring they receive valuable and constructive feedback on their work.</p>	<p>Choose level of compliance:</p>
<p>A marking rubric is in place, but it is not clear to the committee if it is available to students. The marking rubric should be publicly available to all students. In addition, information about who designed the marking rubric and what is the process of revising it should be clearly stated in the QA policy.</p>	<p>We can confirm that individualised marking rubrics are readily accessible to all students, forming a key part of our assessment specifications. Each document outlining summative assessment includes detailed marking schemes, grading criteria, and marking rubrics, thereby ensuring that students are thoroughly informed of the standards and expectations for each assessment.</p> <p>The foundation of these marking rubrics is provided in the department's handbook. They have been developed collaboratively by the University's Pedagogical Design unit along with contributions from a departmental committee consisting of three staff members.</p> <p>These rubrics are aligned with educational standards and serve as a guideline. Academics are tasked with customising these foundational rubrics to meet the</p>	<p>Choose level of compliance:</p>

	<p>distinct requirements of their courses and assessments, ensuring both uniformity in assessment standards across the university and flexibility to cater to the unique aspects of each course.</p>	
<p>Students should receive in advance information about potential intellectual property issues pertaining to the work they complete while working on an industrial project. This information should be communicated to all students prior the commencement of their project work, not upon request by students.</p>	<p>Thank you for your recommendation regarding the communication of intellectual property (IP) issues to students working on industrial projects. We want to assure you that this process is already in place (please refer to Annex 7 for the IP policy). Our Liaison Office, in collaboration with the academic advisors, proactively provides students with comprehensive information about potential IP issues related to their project work.</p> <p>This information is communicated to all students before they commence their project work, ensuring they are well-informed from the outset and not just upon request. This practice is part of our commitment to fully preparing our students for the professional aspects of their project engagements and safeguarding their interests as well as those of the university and collaborating industry partners.</p>	<p>Choose level of compliance:</p>

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The committee finds that the GPU infrastructure needs to be substantially improved for the programme to be adequately supported, in particular considering the AI elements of it. It should be ensured that all lab PCs include at least entry level GPUs. One or two GPU servers with Tensor cores could be acquired to support AI student projects without relying on external computing infrastructures for the development and testing phase</p>	<p>We are actively addressing this issue and are in the process of acquiring new hardware to enhance our computing capabilities. As a part of our efforts to enhance our infrastructure, we have placed an order for 50 PCs equipped with I7 processors and high-performance GPUs. Additionally, we are expediting the construction of new laboratories at the university.</p> <p>For further details regarding the hardware specification, please refer to Annex 8.</p>	<p>Choose level of compliance:</p>
<p>The committee was informed that there is access to external HPC infrastructures, however this should be coordinated with the IT department (currently it is not) to provide clear instructions and assistance to staff and students who may need them.</p>	<p>Thank you for your suggestion regarding the need for better coordination between our IT department and support for using external HPC infrastructures. We are pleased to report that this has now been successfully implemented.</p> <p>We have established a streamlined process that provides clear instructions and assistance, ensuring that our staff and students can easily access these advanced computing resources. We provide our researchers, staff and students with training sessions and guidelines on how to effectively use external HPC resources. This includes instructions on how to access these resources, best practices for efficient computing, and tips on optimising resource usage.</p> <p>This initiative is a significant step towards enhancing our research and educational capabilities and will be an invaluable tool for those in need.</p>	
<p>Practical issues pertaining to queuing and demand of HPC resources must also be carefully coordinated prior to the commencement of the programme</p>	<p>Thank you for your suggestion concerning the management of access to external (HPC) resources. We have developed a plan that addresses the unique challenges posed by utilising external HPC facilities.</p> <p>Our approach includes the following elements:</p>	<p>Choose level of compliance:</p>

	<ul style="list-style-type: none"> <li>● <b>Collaborative Agreements with Providers:</b> We have established agreements with external HPC providers that specify the amount of computing time and resources available to our university. This ensures a consistent and predictable level of access for our users.</li> <li>● <b>Managed Access Protocol:</b> To efficiently manage access to these resources, we have implemented a protocol where users apply for HPC time. Applications are evaluated based on project urgency, relevance, and potential impact, ensuring fair and strategic allocation of resources.</li> <li>● <b>Scheduling and Booking System:</b> We use a booking system, in collaboration with external providers, to schedule HPC usage. This system allows users to reserve necessary resources in advance, reducing conflicts and wait times.</li> <li>● <b>Usage Monitoring and Feedback Loop:</b> While we do not directly control the external HPC resources, we monitor our usage and gather feedback from users. This information is used to negotiate adjustments in our agreements with providers and to inform users about optimal usage practices.</li> <li>● <b>User Training and Guidelines:</b> We provide our researchers, staff and students with training sessions and guidelines on how to effectively use external HPC resources. This includes instructions on how to access these resources, best practices for efficient computing, and tips on optimising resource usage.</li> <li>● <b>Regular Review and Collaboration with Providers:</b> We maintain an ongoing dialogue with HPC providers to discuss usage patterns, potential challenges, and future needs. This ensures that our agreements are continually updated to reflect the evolving needs of our academic community.</li> </ul> <p>By taking these steps, we aim to ensure that our staff and students have seamless and efficient access to the external HPC resources necessary for their research endeavours.</p>	
<p>The committee further recommends that a small fund be allocated to run student projects in external Cloud services.</p>	<p>Thank you for your recommendation to allocate a small fund for student projects using external Cloud services (such as collab, azure, AWS, kaggle). We have now</p>	<p>Choose level of compliance:</p>

	<p>established this fund and implemented a comprehensive application and management process.</p> <p>This dedicated fund is specifically aimed at supporting innovative student projects that require the use of external Cloud services. By providing this financial support, we are not only facilitating advanced research and learning opportunities for our students but also encouraging them to explore and leverage modern technological solutions.</p> <p>The guidelines for accessing and utilising this fund have been clearly laid out, ensuring a reasonable and effective allocation of resources. Students can apply for funding through a straightforward process, and each application will be evaluated based on the project's merit and relevance to their academic goals.</p> <p><b>Application Process:</b></p> <ul style="list-style-type: none"> <li>● <b>Proposal Submission:</b> Students submit detailed project proposals, including objectives and a budget estimation.</li> <li>● <b>Faculty Endorsement:</b> Proposals require endorsement by a faculty member.</li> <li>● <b>Review and Approval:</b> The proposals are reviewed by a panel comprising members from the department and IT experts. The panel assesses each proposal based on its innovation, feasibility, and academic relevance and allocates funds accordingly.</li> <li>● <b>Monitoring:</b> Funded projects provide periodic progress reports and a final outcome report.</li> </ul> <p><b>Fund Size Estimation:</b></p> <p>The fund size is determined based on project needs, the number of participants, and average Cloud service costs. Based on the departmental budget we allocate 5000 euros per year for cloud services such as collab, azure, AWS, kaggle. This figure will be periodically reviewed and adjusted as needed.</p> <p>This initiative aims to support innovative student research, ensuring fair access to essential Cloud technologies and fostering practical learning experiences.</p>	
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<p>The completion of the two physical laboratories and new auditorium facilities should be ensured before the start of the first cohort of students. However, none of the new facilities include toilets. Access to toilets requires exiting the facilities and walking around the parking space to enter another building that has toilet facilities. This is a considerable distance. The committee recommends amending this point.</p>	<p>We are pleased to inform you that the construction of the new auditorium facilities has been completed, and we have attached photographs, please refer to Annex 9, for your reference. Additionally, we assure you that the two physical laboratories will be fully prepared and ready for use before the commencement of the first cohort of students.</p> <p>Regarding the toilet facilities, we understand the committee's concerns about their accessibility. We are exploring all possible solutions, such as establishing high-quality temporary toilet facilities closer to the labs and auditorium while permanent solutions are developed, to ensure convenient access to toilets for all users of the new facilities. Our main aim is to address this issue in a manner that prioritises the comfort and needs of our students and staff.</p>	<p>Choose level of compliance:</p>
<p>The committee strongly recommends that handicap access is made easy to all new and old premises of the university. Currently there are areas where handicap access is not easy either because the doors are too heavy and cannot be opened with buttons, or because the elevator in place is too narrow to comfortably fit a wheelchair, or because even though ramps exist, the points where they meet other surfaces are not smooth. The committee strongly recommends addressing these issues.</p>	<p>We appreciate the committee's recommendations regarding the accessibility of our premises for individuals with disabilities. Ensuring easy access for everyone is a priority for us, and we are committed to addressing the highlighted issues. We are at the moment undertaking a comprehensive review of our facilities to identify and rectify areas where accessibility can be improved, including the installation of automatic door openers, widening elevators and smoothing transitions for ramps. Our goal is to create an inclusive environment that accommodates the needs of all members of our university community.</p> <p>Please refer to Annex 10 for the architectural plans showcasing the elevators tailored for individuals with disabilities.</p>	
<p>The committee recommends that the university establishes formal processes for periodically assessing the adequacy and suitability of the lab and computational resources and inform the responsible services of the university for their actions.</p>	<p>Thank you for your recommendation to establish formal processes for periodically assessing the adequacy and suitability of our lab and computational resources. We are pleased to inform you that we have now implemented such a process.</p> <p>This process includes <b>annual reviews</b> to review the state and performance of our lab and computational resources by a cross-departmental team, including IT services and facilities management. <b>Feedback collection</b> is then acquired from students, faculty, and</p>	



	<p>researchers who use these resources. Our resources are then <b>compared against current industry standards</b> and technological advancements to ensure that our facilities and computational capabilities are up-to-date and competitive. Finally, the IT department conducts a detailed <b>analysis of resource utilisation data</b> to identify usage patterns, bottlenecks, and underutilised resources. Following each assessment, we <b>compile a report and develop an action plan</b> for improvements, with necessary budget adjustments for effective implementation. These assessments are part of a continuous improvement process, ensuring our resources continuously meet the evolving needs of our academic community.</p> <p>By adopting this thorough and systematic approach, we are committed to maintaining state-of-the-art lab and computational resources that support the high standards of education and research at our university.</p>	
<p>The department should establish a process to promote requests for the continuous upgrading and maintenance of laboratories and equipment, and for the unimpeded access of students to the resources (e.g., the external HPC facility available to some staff members).</p>	<p>We acknowledge the importance of continuously upgrading and maintaining our laboratories and equipment, as well as ensuring unimpeded access for students to essential resources, including the external High-Performance Computing (HPC) facility.</p> <p>In response, we have established a comprehensive process that includes:</p> <p><b>Regular Assessment and Upgrade Requests:</b> A systematic annual procedure for assessing laboratory conditions and equipment needs, enabling us to identify and prioritise areas for upgrades and maintenance.</p> <p><b>Open Channel for Requests:</b> A dedicated platform where staff and students can submit requests or suggestions for laboratory improvements and resource access.</p> <p><b>Budget Allocation:</b> Ensuring that a portion of our budget is specifically earmarked for lab upgrades and maintenance, allowing for responsive action to these requests.</p> <p><b>Facilitating Access to External Resources:</b> Streamlining the process for students to access external resources, like the HPC facility, to ensure they have the necessary tools for their academic and research pursuits. For</p>	

	<p>more information, please see the detailed answer above.</p> <p><b>Regular Monitoring and Reporting:</b> Continuous monitoring of lab conditions and resource usage, coupled with regular reporting, to maintain high standards and address any issues promptly.</p> <p>This structured approach will help in maintaining our commitment to providing state-of-the-art facilities and resources to our academic community.</p>	
<p>The criteria for receiving financial support by students should be clearly and publicly stated on the university's website, with appropriate timelines and guidelines for applying.</p>	<p>We appreciate your emphasis on clarity and accessibility regarding financial support for students. We are pleased to confirm that comprehensive information about financial support, including eligibility criteria, application timelines, and detailed guidelines, is already clearly outlined and publicly available on the university's website.</p> <p>This information has been carefully organised to ensure that students can easily find and understand the process for applying for financial support. Our aim is to provide a transparent and accessible system, enabling all students to have equal opportunity to access the financial resources they need for their academic pursuits.</p> <p>Please refer to Annex 11 for our Scholarships and Financial Aid Policy.</p>	

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

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

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
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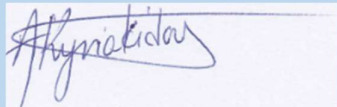
## B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The EEC concludes that some of the required standards are met fully, and some of the required standards are met partially. Specifically, the standards that are meet partially pertain to:</p> <ul style="list-style-type: none"> <li>● physical resources (computational infrastructure needed to support the AI element of the programme, and disabled accessibility);</li> <li>● teaching staff recruitment and development (degree of misalignment between teaching staff expertise and the programme, and lack of formal compulsory didactic training);</li> <li>● policy for quality assurance; design, approval, on-going monitoring and review of the programme;</li> <li>● public information and information management.</li> </ul>	<p>Thank you for your evaluation and feedback. We would like to confirm that all the concerns raised by the EEC regarding certain standards being met only partially have now been thoroughly addressed and justified, as detailed in the previous sections of our report.</p> <p><b>Physical Resources:</b> We have enhanced our computational infrastructure to fully support the AI element of the programme, ensuring that it is up-to-date and capable of meeting the demands of advanced AI education and research. Additionally, we have taken significant steps to improve disabled accessibility, making our facilities more inclusive and accommodating for all students.</p> <p><b>Teaching Staff Recruitment and Development:</b> The misalignment between the teaching staff's expertise and the programme's requirements has been rectified. We have implemented a more strategic approach to faculty recruitment, focusing on aligning expertise with the needs of the AI programme. Moreover, we have introduced formal compulsory didactic training for all teaching staff, ensuring that they are equipped with the latest pedagogical skills and techniques.</p> <p><b>Policy for Quality Assurance:</b> Our quality assurance policies have been revised and strengthened as per the recommendations. Our already established rigorous procedures for the design, approval, ongoing monitoring, and review of the programme have been reinforced, ensuring that it consistently meets high standards and adapts to evolving educational and industry trends.</p> <p><b>Public Information and Information Management:</b> We have improved our public information dissemination and information management practices. This ensures that all stakeholders, including prospective and current students, faculty, and the wider community, have access to accurate,</p>	<p>Choose level of compliance:</p>

	<p>comprehensive, and up-to-date information about the programme.</p> <p>These enhancements are a testament to our commitment to continuous improvement and adherence to the highest educational standards. We appreciate the EEC's feedback and have used it as a valuable guide in our efforts to elevate the quality and effectiveness of our Computer Science and Artificial Intelligence programme.</p>	
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### D. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Professor Pantelis Sklias	Rector	
Professor Savvas Chatzichristofis	Vice-Rector of Research and Innovation	
Assist Professor Avgousta Kyriakiou Zacharoudiou	Programme Coordinator of the BSc in Computer Science and AI	
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Click to enter Name	Click to enter Position	

**Date:** 05/03/2024



