Doc. 300.1.2

Higher Education Institution's Response

Date: 25/07/2025

- **Higher Education Institution:**
  European University Cyprus
- **Town: Nicosia**
- **Programme of study**
  Name (Duration, ECTS, Cycle)

  In Greek:
"Τεχνητή Νοημοσύνη (18 Μήνες/90 ECTS, Μεταπτυχιακό)" Εξ Αποστάσεως
  In English:
"Artificial Intelligence (18 Months/90 ECTS, Master of Science)" E-Learning
- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the "Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws" of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. 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 2nd 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
Recognition of extra electives: Students who take additional elective courses beyond the required 20 ECTS currently receive no formal recognition apart from transcript inclusion. Recommendation: Consider issuing supplementary certificates for extra elective courses to reflect students' extended skill set and support employability.	We would like to express our sincere appreciation to the committee for its comprehensive and thoughtful review of our M.Sc. in Artificial Intelligence. The committee's recognition of the program's well-balanced structure, strong foundational curriculum, and alignment with the European Qualification Framework is both encouraging and supporting our efforts to deliver a rigorous and forward-looking academic experience. Regarding the recognition of students who exceed the minimum elective requirement, we find the proposal to introduce a formal certificate both feasible and beneficial. We will explore the implementation of such a recognition mechanism to incentivize and reward broader engagement in AI specialization. Currently though, students can use their official transcripts to show that they have undertaken the extra courses in their studies.	Took action
Ethics and AI course: The ethical dimension of AI is currently elective despite its increasing relevance. Recommendation: potential consideration of the Ethics and AI course as compulsory. This could be potentially achieved by reducing each of the current compulsory course ECTS from 10 to 7.5.	We appreciate the Committee's recognition of the elective course on Ethics and AI. We agree wholeheartedly that ethical literacy is fundamental for AI professionals. The suggestion to consider this course as a compulsory element of the curriculum is hard to accomplish due to the fact that all other compulsory courses are important in the building the overall knowledge of the students. We believe that in the new syllabi for the compulsory AI602 – Foundations in Artificial Intelligence course, which aligns with the 10 ECTS structure, provides a good understanding of Ethics and AI. The final three weeks of the Foundations course	Responded to the recommendation and proposed solution in Annex I

	discuss the philosophical foundations of AI, Ethics and AI as well as the future of AI and the regulatory frameworks that deal with it. We believe that these sections provide the students with a strong base in the subject. Students may then opt to follow the Ethics and AI elective course if they want to have a deeper understanding of the intricacies of the ethical implications of AI and the regulatory structures that are in place. Please see in Annex I the revised Course Syllabi for AI602 which includes three-week long sections on the Philosophical foundations of AI, Ethics and AI and a review of the Regulatory Frameworks of AI. We have highlighted with yellow the revisions made for the EEC's convenience.	
Graduate tracking and dropout analysis: While stakeholder and alumni input is considered, data on graduate outcomes and dropout reasons is not systematically analysed. Recommendation: Strengthen alumni tracking and introduce regular analysis of dropout and completion data to improve retention and relevance.	We acknowledge the importance of enhancing graduate career tracking and dropout analysis. Annually the EUC Careers Office conducts the "EUC Employability Survey" to collect and analyze the progress of our graduates. The data collected from the 2024 survey are available in Annex II.	Annex II
Public information: Although basic programme information is accessible, key statistics (e.g., pass rates, employment outcomes) are missing. Recommendation: Improve transparency by publishing detailed programme statistics on the website.	We thank the EEC for highlighting the need to consider publishing detailed programme statistics on the university website. Currently the EUC Website is updated regularly with the latest graduate statistics for the entire student body (please see webpage: https://euc.ac.cy/en/about-us/by-the-numbers/).	Responded to the recommendation
Incorporation of recent advances in the curriculum: While the programme is well balanced and covers development in AI, there is a	The suggestion to incorporate recent advancements in AI, including Large Language Models (LLMs) and Generative AI, is timely and well-received. We currently updated an	Annex I

lack of new advances in AI in the curriculum. Recommendation: incorporated recent and very important advances in AI developments, such as LLMs and Generative AI into the curriculum.	elective course, namely AI638 – Natural Language Processing to include more discussion on Large Language Models and generative AI. The revised syllabus (please see Annex I revised Course Syllabi), integrates more on these emerging topics, ensuring our graduates remain at the forefront of technological progress.	

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
It could be of great help for the students' understanding of the impact of their work on humans, economy, society, and environment as well as on their skills to design usable and adapted AI systems if the Ethics course was mandatory. Although knowledge about regulations and general ethical issues is important the course would need to be restructured and enriched with a stronger focus on students' ethical problem-solving skills.	We acknowledge the importance of ethical literacy in AI education. The suggestion to restructure the Ethics course with a stronger emphasis on students' ethical problem-solving skills is well received. We also recognize the potential benefits of making this course mandatory, but as we have presented before this is a difficult task but we are able to accomplish this through our AI602 – Foundations of Artificial Intelligence context (please see Annex I revised Course Syllabi). In adopting the recommendation, we have now added such an ethical problem-solving approach in terms of use and misuse of Generative AI. Furthermore, we have redesigned the chapters on ethics as described in the updated course syllabus for AI636 – Philosophy and Ethics of Artificial Intelligence, so that they include knowledge of the main moral theories such as utilitarianism and Kantianism in order to use those theories in solving issues of applied ethics.	Annex I
Peer-reviewing is a powerful pedagogical tool for learning through interactive tasks, especially in distance learning programmes. Team and individual interactive actions, like individual and group peer-reviewing, could be integrated formally in to the course tasks.	We agree that peer-reviewing is a valuable and effective pedagogical tool, especially within the context of e-learning education. Recognizing its importance, we have taken steps to explore and implement structured methods, to systematically integrate both individual and group peer-reviewing activities into	Responded to the recommendation

	coursework across a range of relevant modules. These activities are designed not only to support peer assessment of written assignments and project work, but also to cultivate essential academic and professional skills such as critical thinking, constructive feedback, and reflective learning. By embedding peer-reviewing more deeply into the curriculum, we aim to enhance student engagement, promote deeper understanding of subject matter, and encourage a more collaborative and supportive online learning environment.	
Peer-reviewing each-others' Master thesis in the form of an opposition task during the presentation procedure.	The proposal to include a peer opposition task during the Master's thesis presentation is a thoughtful one. This practice would not only enhance students' critical thinking and evaluation skills but also promote deeper engagement with their peers' work. We have thus formally incorporated this component into the thesis defense process. Please refer to Annex I, page 34, for the revised course syllabus of AI690 – Master Thesis, which now includes a dedicated student peer review component. As part of this addition, students will be required to review a peer's final thesis and actively participate in their final presentation, offering constructive feedback while also gaining meaningful experience in academic evaluation and scholarly discourse.	Annex I

3. Teaching staff
(ESG 1.5)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
Staffing Adequacy: The current number of permanent staff may become insufficient due to rising student numbers. Recommendation: Recruit additional full-time academic staff with specialisation in core AI areas to ensure academic sustainability and maintain quality.	We fully acknowledge the committee's recommendation regarding staffing adequacy in light of increasing student enrolments. We also agree that maintaining the current level of academic quality and individual student support will require additional full-time staff, particularly in core AI domains. The Senate of EUC has officially approved the opening of the following related positions: 1) Faculty position in Artificial Intelligence (Any Rank). 2) Faculty position in Computer Science (Any Rank). 3) Faculty position in Robotics and Rehabilitation (Lecturer or Assistant Professor). These new hirings will significantly strengthen the program's evolving curricular and research needs. The Department of Human Resources is in the process of posting these positions on EUC website with a deadline of submission of applications in November 2025.	Responded to recommendation
Internal Research Support: While research activity is incentivized, it would be well received to allocate internal funding opportunities to initiate or sustain research. Recommendation: Introduce a competitive internal research grant scheme to support faculty in developing their research activities and profiles.	We also appreciate the recommendation to establish a competitive internal research grant scheme. While the current "buy-out" model provides incentives for externally funded research, we recognize that internal funding can play a vital role in supporting early-career faculty, seeding new research directions, and enhancing our institutional research profile. Please see incentives for	Responded to recommendation

	externally funded research in Annex III the EUC Internal Regulation on Internal Funding for Research Activities.	

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
Having an alternative path to take the foundation courses to fulfill the programme requirements is a good practice. It promotes inclusivity by allowing students from diverse academic backgrounds to bridge the gap and qualify for the programme. This flexibility ensures that motivated students from diverse backgrounds are not turned away solely because of strict entry requirements, particularly when they demonstrate promise and dedication.	The Department sincerely appreciates the insightful observation regarding the opportunity for prospective students from a variety of educational and professional backgrounds to undertake foundational courses as a means of preparing for successful entry into the program. This approach was indeed intentionally designed with precisely that goal in mind, as the EEC correctly noted. We recognize that students often come to the program with differing levels of experience, particularly in key areas such as programming and mathematics. These foundational courses have proven to be an invaluable resource, enabling students who may not have a strong background in these disciplines to acquire the essential skills and knowledge needed to thrive in the program. By bridging any gaps in prior learning, these courses help to ensure a more equitable starting point and contribute significantly to the academic success and confidence of our diverse student body.	Responded to recommendation
The programme also takes work experience into account when managing student admissions. During the discussions, it was reported that they collaborate with large companies, using the programme as a means to upskill their employees. It is	Thank you for this valuable aspect of our Programme. We fully agree that the collaborations we provide with large companies, both within Cyprus and internationally, offer significant advantages for our academic community as a whole. These partnerships provide a wide	Responded to recommendation

also clearly evident from the interactions with the students that most of them are employed and taking this programme as a means of upskilling themselves as part of their lifelong learning.	range of benefits, particularly for our students, who gain valuable opportunities to upskill, apply their academic knowledge in real-world contexts, and better prepare for the demands of the job market. Engaging with industry allows them to experience current trends, technologies, and professional practices, thereby enhancing their overall learning and employability. At the same time, such collaborations are equally beneficial for our academic staff. They create opportunities for applied research that addresses real-world challenges and fosters innovation. By engaging with industry partners, academics can pursue research projects with practical implications, secure additional funding, and ensure that their work remains relevant and impactful beyond the academic setting. These relationships also help to inform and enrich our curriculum, ensuring that it remains current and aligned with industry needs. We are therefore committed to actively sustaining and further pursuing and nurturing these types of collaborations as a strategic priority for the continued growth and relevance of our Programme.	
It was noted during interactions with the students that, before the start of the programme, clearer communication is required about the level of expected proficiency in programming and mathematical skills necessary	We fully embrace the EEC's recommendation to enhance communication regarding the expected level of proficiency in programming and mathematical skills required for successful participation in the program. In response, we have engaged in	Responded to recommendation

to follow the programme. Some students expressed that if they had known the programme was demanding in terms of mathematical skills and programming, they would have revised their skills by taking supplementary or foundation courses.	thorough discussions with our Office of Admissions and have provided them with more detailed and specific information about the technical expectations of the curriculum. This will enable them to effectively and accurately communicate these requirements to prospective students.	
The HEI should consider providing clearer and more transparent communication about the expected expertise in mathematical and computational skills, and also recommend that students take foundation courses if they need to revise these skills.	Additionally, the Office of Admissions has been instructed to inform applicants about the pre-requisite of foundational courses designed to help bridge any gaps in knowledge. Applicants lacking such skills are obliged by the Office of Admissions to guide prospective students toward enrolling in these preparatory courses, particularly if the applicants would benefit from strengthening their skills in programming or mathematics prior to beginning the program. These measures are intended to ensure that incoming students are better prepared and more confident as they enter their academic journey.	Responded to recommendation
Based on the statistics provided by the HEI, the average gender distribution ranges from 15% to 20%, which is understandable given the technical nature of the programme. However, the HEI does not have any specific campaigns attracting more women into the study programme. Nowadays, data science and AI programmes have become quite attractive to female students as well.	In response to this insightful and important recommendation, we are committed to taking concrete steps to promote greater gender diversity within our program. Specifically, we have initiated discussions with the University's Marketing Department and work closely with them to design and implement a more targeted and strategic outreach campaign aimed at attracting more women to the program. This initiative will involve identifying and addressing potential barriers to female	Responded to recommendation

	participation, highlighting the achievements of women in the field, and showcasing the inclusive and supportive environment we strive to cultivate within the program. We also intend to emphasize the wide range of career opportunities available to graduates, particularly those that may appeal to women with interests in technology, data science, and interdisciplinary applications.	
The HEI should consider implementing targeted outreach/campaigns and support initiatives to attract more women to the programme. This could include offering scholarships or partial fee waivers to female applicants and employees, as well as highlighting female role models, alumni, and faculty in marketing materials, additionally, organizing mentorship and preparatory workshops tailored specifically for women, particularly by advertising the option of taking the foundation course to meet entry requirements, among other measures.	Again, in responding to this insightful recommendation we believe that by adopting a more focused and intentional marketing approach—potentially including testimonials from current female students and alumni, collaborations with relevant organizations, and increased visibility in platforms that engage female audiences—we hope to make the program more accessible and appealing to women. We recognize the value of diverse perspectives in enriching the learning environment and are committed to fostering greater inclusion as part of our long-term strategic goals.	Responded to recommendation

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
During training and support focus even more explicitly on the special conditions of using technology in education and in distance learning.	We adhere to this recommendation of the EEC. We believe that it is important to highlight the use of technology in education, especially in distance learning. We aim to use more advanced tools in teaching topics to students and also in supporting them during their studies in the university.	Responded to recommendation
Introduce more formal peer-reviewing tasks, between individual students and groups of students.	Thank you for this recommendation. Please see our response to this above in Section 2.2	Choose level of compliance:

6. Additional for doctoral programmes

(ALL ESG)

N/A

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
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7. Eligibility (Joint programme)

(ALL ESG)

N/A

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B. Conclusions and final remarks

Conclusions and final remarks **by EEC**	Actions Taken by the Institution	For Official Use ONLY
Ethics and AI course: The ethical dimension of AI is currently elective despite its increasing relevance. We recommend a potential consideration of the Ethics and AI course as compulsory. This could be potentially achieved by reducing each of the current compulsory course ECTS from 10 to 7.5.	We believe that we can provide the necessary information relating to the ethics of AI through the Foundations of Artificial Intelligence course. We also enhanced the content of the Ethics and AI elective course to include an up to date record of ethics frameworks as well as potential issues of generative AI. Revised Course Syllabi available in Annex I, page 2. Please see also our response in Section 1.2 and 1.6.	Annex I
Considering adding the latest advanced in AI developments such as LLM and generative AI in to the curriculum.	As discussed previously, we have enhanced the material of the AI638 – Natural Language Processing course, to include more information on Large Language Models and generative AI. Revised Course Syllabi available in Annex I, page 30. Please see also our response in Section 1.5.	Annex I
Peer-reviewing is a powerful pedagogical tool for learning through interactive tasks, especially in distance learning programmes. Team and individual interactive actions, like individual and group peer-reviewing, could be integrated formally in to the course tasks.	We wholeheartedly agree with the committee's recommendation on using peer-reviewing as a means of learning in e-learning environments. We are already using peer reviewing in several of our activities in our courses but it will be better to include a more formal methodology which would enhance the interaction of students amongst themselves and boost learning in the process. Please see also our response in Section 2.2.	Annex III

Peer-reviewing each-others' Master thesis in the form of an opposition task during the presentation procedure.	In accordance with the EEC's recommendation, we have explored the option of adding a formal peer evaluation process in the grading scheme of the Master's thesis to allow peers to review the content of another student's thesis. Please see the updated course syllabus in Annex III, page 34, and also our response in Section 2.3.	Annex III
Staffing Adequacy: The current number of permanent staff may become insufficient due to rising student numbers. We recommend to recruit additional full-time academic staff with specialisation in core AI areas to ensure academic sustainability and maintain quality.	We acknowledge the fact that the increasing numbers of students will lead to a need for more permanent staff in the Programme. To this end, a long-term recruitment plan is in place to gradually increase the number of full-time academic staff, ensuring sustainability and appropriate balance in teaching responsibilities. We already have a new hire which will be able to teach courses in the M.Sc. Artificial Intelligence program from Fall 2025. In addition, new positions related to the programme have been approved and will be publicized in the coming months.	Choose level of compliance:
Internal Research Support: While research activity is incentivised, it would be well received to allocate internal funding opportunities to initiate or sustain research. We recommend to introduce a competitive internal research grant scheme to support faculty in developing their research activities and profiles.	Please see our response in Section 3.2	Choose level of compliance:
EUC should consider implementing targeted outreach/campaigns and	The university does not adopt gender specific promotions but we can promote the program	

support initiatives to attract more women to the programme.	by featuring testimonials from female students and alumni, and collaborating with relevant organizations, while also increasing our presence on platforms that engage female audiences. We remain committed to promoting diversity and inclusion as a core element of our long-term strategic goals.	

C. Higher Education Institution academic representatives

Name	*Position*	*Signature*
Prof. Panagiotis Papageorgis	Dean of the School of Sciences	
Dr. Marina Appiou Nikiforou	Chairperson of the Department of Computer Science and Engineering	
Dr. Pericles Leng Cheng	Programme Coordinator	

Date: 25/07/2025

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