

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

Doc. 300.1.1

Date: 20/05/2021

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

- **Higher Education Institution:**

Neapolis University Pafos

- **Town:** Pafos

- **School/Faculty:** Economics, Administration and Computer Science

- **Department:** Computer Science

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

Programme 1 – [BSc]

In Greek:

Εφαρμοσμένης Πληροφορικής

In English:

Applied Computer Science



A. Introduction

This part includes basic information regarding the onsite visit.

The committee virtually evaluated the Applied Computer Science (4 years, 240 ECTS, BSc) within the Department of Computer Science of the Neapolis University Pafos on May 10th, 2021. We had the opportunity to meet with faculty members, students, administrators and university representatives. Useful discussions took place, all our questions were properly addressed. We would like to commend the passion of the staff and students for their work on this programme and for the information provided to the panel.

We also appreciate the assistance provided by the CYQAA staff both in the preparation of the material before the visit and in supporting the logistics of conducting remote evaluations.

Where additional documentation was requested during the visit - for instance, a listing of recent projects conducted by students with local industry, these were provided in a timely manner.



B. External Evaluation Committee (EEC)

Name	Position	University
Chris Johnson	Pro Vice Chancellor	Queen's University Belfast
Eleni Mangina	Professor	University College Dublin
Peter Triantafillou	Professor	Warwick University
Ilias Kalaitzidis	Student Representative	University of Cyprus



C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) sub-areas
 - (b) standards which are relevant to the European Standards and Guidelines (ESG)
 - (c) some questions that EEC may find useful.
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

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

Strengths

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

Areas of improvement and recommendations

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

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

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

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

Sub-areas

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

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

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

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

1.3 Public information

Standards

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

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

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

Findings

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

Findings for Policy for Quality Assurance

The Department has clear policies and processes in place for quality assurance, especially through the Committee for Quality Assurance using the PROSE system.

Findings for Design, Approval, On-going Monitoring and Review

There was relatively little information about the processes used to design and update the courses. The range of options on offer, however, seems to be good. In any future submission, it would be important to hear more on the mechanisms available to ensure that they remain up to date and relevant.

Findings for Public Information

The Department publishes information about its courses including ECTS, level, purpose, learning outcomes etc. In addition, it would be useful to have a per-course matrix of the mapping between ILOs and assessment methods, especially one that might be available to the students.

Findings for Information management

The Department has clear and coherent policies about the gathering of information about a programme of study. However, it is unclear if the students have access to this data or are involved in the follow-up actions in response to innovation and improvement actions.

Strengths

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

Strengths for Policy for Quality Assurance

Students are encouraged to take modules outside the Department and students from other areas of the School take modules in the Department. These are all covered by existing quality control mechanisms and in the future, a statistical analysis of their responses may identify those teaching practices that are most effective in cross-disciplinary education.

Strengths for Design, Approval, On-going Monitoring and Review

The stated outcomes seem highly relevant to the local and national computing environment – through exposure to generic concepts, teamwork, project work and real-life problems.

Strengths for Public Information

The students have access to the course information, which provides clear information needed to select courses and to tailor their studies although it is less clear how accessible this might be to prospective students or to the wider public.

Strengths for Information management

It is readily apparent from our pre-visit questions, the available documentation and the experience after the visit that there is a high degree of professionalism in information management across the Department, the School and the University.

Areas of improvement and recommendations

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

Areas of improvement and recommendations for Policy for Quality Assurance

The Bachelor in Applied Computer Science is accredited in conjunction with Middlesex University. The course profiles include the sentence “This course is quality assured by Middlesex University”. It was difficult for us to determine how the CYQAA and Middlesex systems co-exist - for example, what would happen if our recommendations during this accreditation contradicted those of Middlesex?

We recommend a **sustained dialogue between the University and the CYQAA on this matter**. The panel has not previously encountered the accreditation of the same ECTS from two different institutions that are not bound within a joint programme. We question how it is possible for two degrees certificates to be awarded from two different universities based on the same 240 ECTS taken in Cyprus.

With small cohorts, the statistics derived for a PROSE evaluation are likely to be affected by relatively small changes within the cohort – these issues will diminish as the numbers increase but for now greater clarity would be useful for students and staff into the interpretation of data derived from the PROSE evaluations.

Areas of improvement and recommendations for Design, Approval, On-going Monitoring and Review

Some areas do not have staff with focussed research interests according to their profiles – for instance, cryptography and cyber security. This is understandable given the growth in the discipline and size of the Department. The existing documentation should explain in detail how to provide the training etc to supplement the available skill set of the academic staff.

Some of the courses are allocated to “New Member” of staff – existing documentation should explain how they are supported during induction and what processes are available to ensure any problems they might have are addressed.

Areas of improvement and recommendations for Public Information

Students should have access to the mapping of ILOs to individual assessments prior to the course commencing.

Care should be taken to ensure all students have advanced access to the assessment criteria and sample solutions for open assessments – especially where there are oral presentations.

Areas of improvement and recommendations for Information management

Procedures should be extended to describe how data is handled year on year to identify trends and to ensure that previous interventions have been successful.

Procedures should be extended to describe how data is used to identify courses that seem out of alignment in terms of the student or staff workload/performance.

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

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

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

Sub-areas

- 2.1 Process of teaching and learning and student-centred teaching methodology**
- 2.2 Practical training**
- 2.3 Student assessment**

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

Standards

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

2.2 Practical training

Standards

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

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*

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

You may also consider the following questions:

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

Findings

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

Overall, students receive a high-quality theoretical training on all key areas of Computer Science. Modules' titles and contents are consistent with the expectations of a high-quality degree offering.

Students receive adequate theoretical training and they can engage with local industry and government organisations practicing learned theoretical concepts.

All regulations appear to be in place for the proper and fair assessment of students, including taking into account mitigating circumstances. Students appear very satisfied with the programme of study and in particular with their interactions with the programme's teaching staff.

Some modules incorporate new research findings and thus students can benefit from and engage with research in the current state of the art of knowledge in these areas.

Strengths

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

Structure of the programme of study and its delivery is in accordance with that of top-quality institutions.

Students appear very satisfied with the programme, the teaching staff, and their interactions with teaching staff.

All regulations supporting student progress and satisfaction monitoring are in place.

The Department has agreements with a list of local industry and government organisations where students can be placed and acquire practical experience of taught concepts.

Areas of improvement and recommendations

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

Practical engagement/implementation of theoretical taught knowledge is only available through an apparently optional module. This module should be made mandatory and part of the core requirements for graduation.

The faculty size is small. As such, state of the art knowledge in many of the subdisciplines of Computer Science cannot be represented within the Department. The Department must grow to at least twice its current size in order to ensure proper, state of the art knowledge and delivery of taught materials.



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

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



3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1 Teaching staff recruitment and development
- 3.2 Teaching staff number and status
- 3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

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

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

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

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

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

Findings

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

There are only four Computer Scientists in the teaching staff. This number must be improved significantly in order to ensure a smaller teaching load and more available time for staff to engage in research and research-inspired teaching.

All proper checks and balances appear to be in place for the hiring of new staff and their development. Incentives in place for staff to engage in research and external funding are in place and should be extended.

Fair processes for staff evaluation and promotion are in place. This process is informed by student evaluations of staff.

A few visiting external teaching staff exist. Efforts to attract more highly-qualified visiting staff should increase – albeit, emphasis must be placed on hiring more permanent staff.

Strengths

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

Incentives for staff to engage in research and in proposals for externally funded projects. Overall, proper departmental support for staff development.

Teaching staff are evaluated and evaluations inform their academic progression and remuneration.

New methods for innovation during teaching are discussed and implemented, including ways to improve student interaction and engagement during online delivery of taught content.

Areas of improvement and recommendations

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

Research engagement of staff is currently very non-uniform and overall lacking in both depth and breadth, despite a few exceptions in some areas.

Externally-funded projects are currently not very research oriented.

The number of CS-specialist teaching and research staff should be significantly increased. As it stands, having only 4 CS-specialists among the teaching staff is a serious impediment to ensuring an overall high-quality department.



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

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

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

Sub-areas

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

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

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

4.4 Student certification

Standards

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

You may also consider the following questions:

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

Findings

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

There are pre-defined and published regulations regarding student admission along with criteria implemented in a transparent manner.

There is no pre-defined and published regulations regarding student progression.

The recognition and transfer of credit units is regulated by procedures and regulations which ensure that the credit units are awarded by the institution which awards the higher education qualification

Strengths

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

There are support mechanisms through the Admissions office and the Program Coordinator

There is a transparent procedure On Recognized Courses - ECTS And Transfer Students

The admission requirements for the programme are appropriate. Student certification regulations are in place with specific learning outcomes.

Areas of improvement and recommendations

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

The Committee recommends processes to be in place for the international students' preparation for admission through the departmental recruitment strategy at application stage.

The committee recommends *processes and tools to be set in place to collect, monitor and act on information on student progression, are in place.*

As of October 2019, the B.Sc. in Applied Computer Science program is assured and accredited by Middlesex University and students receive a dual degree on successful completion. How is this accreditation leveraged within the program curriculum and how is it planned to be recognised? The committee has focused during the discussions with the head of school and staff members on the validation of the degree from Middlesex University and more specifically on the two degrees that the students are accredited with upon completion of the degree. It is for the CYQAA to further investigate the evaluation process of the validation and accreditation of the programme from Middlesex University as a second degree provided.

The Committee requested further information on work experience recognition, but the feedback was that this is not taking place as a standard process in Cyprus Universities.

Transparent ECTS credits required to be provided to the students for progression from one stage to the other until completion of the programme. The panel requests that the programme guide include clear progress requirements from one to the other in terms of prerequisites/minimum yearly GPA etc.



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

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

5. Learning resources and student support (ESG 1.6)

Sub-areas

- 5.1 Teaching and Learning resources**
- 5.2 Physical resources**
- 5.3 Human support resources**
- 5.4 Student support**

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- All resources are fit for purpose and students are informed about the services available to them.

5.4 Student support

Standards

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

You may also consider the following questions:

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

Findings

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

Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.

Adequate and modern learning resources are available to the students including facilities (labs) and library.

Support mechanisms for students with problematic academic performance are in place. *All resources are fit for purpose and students are informed about the services available to them.*

Student support is provided covering the needs of a diverse student population. Students are informed about the services available to them.

Strengths

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

Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.

There is a Student Welfare Service and SSD that supports students with regards to academic and personal problems and difficulties. There is a personal advisor for every student.

Neapolis University offers advisory services by specialized personnel, including a Student Personal Advisor who specializes in handling student's daily life issues.

The Personal Advisor is a reference point for the students as he provides advisory support and guidance for any academic issue during their study years.

Areas of improvement and recommendations

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

The panel recommends in the future, when the staff members and the curriculum modules advance in numbers, to consider a T&L Committee to monitor the T&L processes and resources at all stages taking into account the student and staff feedback.

Based on the projected entry numbers in the course it is recommended for the department to have a risks mitigated plan in order for the resource related needs arising from changing numbers of students, which is highly related to the teaching equipment and physical space needs.

It is recommended to have in place procedures, appropriate training, guidance and support, for teaching personnel, to enable it to efficiently support the educational process.

Although each student has an academic mentor, there has been scientific evidence that students benefit from the inclusion of student mentors in the support services of the department, where the mentor is at a higher stage of studies (student buddy system).

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

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

6. Additional for doctoral programmes (ALL ESG)

Not applicable

Sub-areas

6.1 Selection criteria and requirements

6.2 Proposal and dissertation

6.3 Supervision and committees

6.1 Selection criteria and requirements

Standards

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

6.2 Proposal and dissertation

Standards

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

6.3 Supervision and committees

Standards

- The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.
- The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.

- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*
 - *reports per semester and feedback from supervisors*
 - *support for writing research papers*
 - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

Findings

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

Not applicable – no doctoral programme

Strengths

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

Not applicable – no doctoral programme

Areas of improvement and recommendations

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

Not applicable – no doctoral programme

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



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

D. Conclusions and final remarks

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

The committee virtually evaluated the Applied Computer Science (4 years, 240 ECTS, BSc) within the Department of Computer Science of the Neapolis University Pafos on May 10th, 2021. We had the opportunity to meet with faculty members, students, administrators and university representatives. Useful discussions took place, all our questions were properly addressed. We would like to commend the passion of the staff and students for their work on this programme and for the information provided to the panel.

We also appreciate the assistance provided by the CYQAA staff both in the preparation of the material before the visit and in supporting the logistics of conducting remote evaluations.

Where additional documentation was requested during the visit - for instance, a listing of recent projects conducted by students with local industry, these were provided in a timely manner.

Overall, students receive a high-quality theoretical training on all key areas of Computer Science. Modules' titles and contents are consistent with the expectations of a high-quality degree offering. The stated learning outcomes seem highly relevant to the local and national computing environment – through exposure to generic concepts, teamwork, project work and real-life problems. The Department has clear policies in place for quality assurance, there are strong administrative processes. However, care must be taken to sustain this level of support if student numbers begin to increase.

Although there are some clear research strengths, the engagement of staff is currently very non-uniform and overall lacking in both depth and breadth. There are only four Computer Scientists in the teaching staff. This number must be improved significantly in order to ensure a smaller teaching load and more available time for staff to engage in research and research-inspired teaching.

We have two main areas of concern:

1. the need for clear processes and policies to support Equality, Diversity and Inclusion;
2. the need to clarify the relationship with Middlesex University in terms of quality assurance and in the award of a second degree-certificate.



E. Signatures of the EEC

Name	Signature
Prof. Chris Johnson	
Prof. Eleni Mangina	
Prof. Peter Triantafillou	
Ilias Kalaitzidis	

Date: 20/05/2021