

Doc. 300.3.1/1

Date: 22.06.2026

External Evaluation Report

(Programmatic within the framework of
Departmental Evaluation)

- **Higher Education Institution:**

AMERICAN UNIVERSITY CYPRUS

- **Town:** Larnaca

- **School/Faculty:** FACULTY OF SCIENCE AND TECHNOLOGY

- **Department:** DEPARTMENT OF COMPUTER SCIENCES

- **Programme(s) of study - Name (Duration, ECTS, Cycle)**
BSc in Computer Science (4 years, 240 ECTS, Conventional)

BSc in Management Information Systems (4 years, 240 ECTS, Conventional)

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Programme 1

In Greek:

ΕΠΙΣΤΗΜΗ ΠΛΗΡΟΦΟΡΙΚΗΣ

In English:

BSc. Computer Science

Language(s) of instruction: ENGLISH

Programme 2

In Greek:

ΔΙΟΙΚΗΣΗ ΠΛΗΡΟΦΟΡΙΑΚΩΝ ΣΥΣΤΗΜΑΤΩΝ

In English:

BSc. Management Information Systems

Language(s) of instruction: ENGLISH



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



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

A. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (EEC) conducted an onsite evaluation of the Department of Computer Science of the American University of Cyprus (AUCY), Faculty of Science and Technology, in Larnaca on the 19th of June 2026. EEC reviewed two undergraduate programmes: the BSc in Computer Science and the BSc in Management Information Systems (MIS), both delivered in English and structured as four-year programmes comprising 240 ECTS.

During the visit, the Committee met with the University leadership, the Internal Evaluation Committee, the Dean of the Faculty, the Head of Department, programme coordinators, academic staff, administrative staff, students (7 students 4 male and 3 female, 2nd, 3rd and final year), graduates, employers and external stakeholders. The Committee also visited the teaching facilities, computer laboratories, library and student support services.

The visit was arranged by Natasa Kazakaïou and facilitated by Konstantinos Konstantinou, representing the Agency of Quality Assurance and Accreditation in Higher Education. Before the onsite visit, the EEC members were provided with relevant program documents and videos to review. The EEC was presented with detailed information about the University and the two programmes.

The agenda on the 19th of June 2026 included a number of meetings with different stakeholder groups as outlined below:

Time	Meeting / Activity	Participants
09:00 – 09:10	Introductory Meeting	External Evaluation Committee (EEC) and CYQAA Representative
09:10 – 09:40	Meeting with University Leadership and Internal Evaluation Committee	Rector, Vice Rector of Academic Affairs, Internal Evaluation Committee
09:40 – 10:40	Meeting with Dean, Head of Department and Faculty Members	Dean, Head of Department, Academic Staff
10:40 – 10:50	Facilities Visit	Library Staff, IT Manager, Quality Assurance Personnel
10:50 – 12:00	Programme 1 Evaluation – BSc Computer Science	Programme Coordinator, Head of Department, Programme Committee
12:00 – 13:10	Programme 2 Evaluation – BSc Management Information Systems	Programme Coordinator, Head of Department, Programme Committee
13:10 – 14:10	Lunch Break	EEC
14:10 – 15:10	Meeting with Teaching Staff Only	Academic Staff Teaching on Both Programmes
15:10 – 16:10	Meeting with External Stakeholders Only	Employers, Industry Partners, Professional Bodies, Alumni Representatives
16:10 – 16:50	Meeting with Students and Graduates Only	Current Students and Graduates from Both Programmes
16:50 – 17:00	Coffee Break	EEC
17:00 – 17:20	Meeting with Administrative Staff Only	Administrative Personnel
17:35 – 18:05	Exit Meeting	Dean, Head of Department, Programme Coordinators, Quality Assurance Representatives
18:05 – 18:20	End of Site Visit	All Participants

Throughout the visit, the EEC found all participants to be cooperative, transparent, and willing to engage in constructive discussions regarding the operation and future development of the Department and its programmes. Additional documentation requested by the Committee was provided promptly and discussions were open and informative. The Committee appreciates the hospitality and professionalism demonstrated by the University and acknowledges the considerable effort invested in preparing for the evaluation process.

The Department of Computer Science presents a clear academic profile and offers two complementary programmes that address contemporary educational and labour market needs in the fields of computing and information systems. It is to be noted that the Cyprus Scientific and Technical Chamber has recognised the BSc in Computer Science since October 2025.

The Committee observed a supportive learning environment, strong commitment to student success, and a developing quality culture. The findings and recommendations presented in this report are intended to support the Department's continued development and enhancement in accordance with the European Standards and Guidelines (ESG) and the quality assurance requirements of CYQAA.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Eleni Mangina	Professor	University College Dublin
Paolo Ciancarini	Professor	University of Bologna
Matti Rossi	Professor	Aalto University
Ioannis Keravnos	Doctorate (Phd) in Computer Science	European University Cyprus

C. Guidelines on content and structure of the report

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

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

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

Sub-areas

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

1.1 Policy for quality assurance

Standards

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

1.2 Design, approval, on-going monitoring and review

Standards

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

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

1.3 Public information

Standards

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

1.4 Information management

Standards

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

You may also consider the following questions:

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

Findings

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

Findings for BSc in Computer Science

The BSc Computer Science programme is a four-year programme comprising 240 ECTS. The curriculum follows a coherent progression from introductory courses in programming, computer science, mathematics and digital systems to advanced subjects including software engineering, artificial intelligence, computer security, databases, computer graphics and specialised elective pathways. The programme includes a two-phase final project that supports independent learning. The EEC observed that the programme learning outcomes are generally aligned with the course content and reflect current developments in computing and information technologies. The programme demonstrates an appropriate balance between theoretical foundations and applied skills. Student progression is facilitated through a logical sequencing of courses and prerequisite structures.

Student enrollment has shown significant growth in recent years, indicating increasing demand for the programme. The EEC noted that quality assurance procedures, programme monitoring mechanisms and student feedback processes are in place and are used to support programme enhancement.

Findings for BSc in Management Information Systems

The BSc Management Information Systems programme is also a four-year programme comprising 240 ECTS. The curriculum integrates computing, information systems, management, accounting and business-related disciplines. The programme provides students with knowledge and skills in both technological and organisational aspects of information systems.

The programme structure demonstrates a clear interdisciplinary orientation and reflects labour market demand for graduates capable of bridging technology and business functions. The learning outcomes are appropriately aligned with the programme objectives and are supported by a progression from foundational business and computing courses to advanced information systems and management subjects.

The EEC noted that the programme benefits from synergies with the Computer Science programme while maintaining a distinct identity and academic focus. Programme monitoring procedures and student feedback mechanisms appear adequate and contribute to quality enhancement.

Strengths

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

Strengths for BSc in Computer Science

- Standard curriculum covering areas such as Artificial Intelligence, Machine Learning, Cybersecurity and Software Engineering.
- Strong progression structure from foundational to advanced courses.
- Availability of specialised pathways and electives.
- Significant student demand and programme growth.
- Integration of final-year project work.

Strengths for BSc in Management Information Systems

- Well-designed interdisciplinary curriculum combining business and technology.
- Strong alignment with labour market needs.
- Appropriate balance between technical and managerial competencies.
- Clear distinction from the Computer Science programme while benefiting from departmental synergies.
- Good opportunities for graduates to pursue careers in information systems management and digital transformation.

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 BSc in Computer Science

- The EEC recommends that the Department systematically include a detailed breakdown of the expected student workload within each course descriptor, clearly indicating contact hours, laboratory/practical hours, independent study, preparation for assessments, project work, and other learning activities. This would improve transparency, ensure consistency in ECTS allocation across the programmes, and enable students to better understand and manage the workload expectations associated with each course. Please see an example below for a 5 ECTS course:

Student Effort Type	Hours
Lectures	12
Practical	24
Autonomous Student Learning	69
Total	105

- The EEC recommends the inclusion of introductory Quantum Computing content as part of future curriculum reviews of the BSc Computer Science programme. Given the growing international interest in quantum technologies and their potential impact on computing, cybersecurity, optimisation, and artificial intelligence, exposure to the fundamental principles of quantum computing would enhance the future-readiness of graduates. This could initially be introduced through elective modules, seminar series, guest lectures, or specialised topics within existing courses, with the potential for further development as the field matures and industry demand increases.
- Continue monitoring staff and infrastructure requirements in view of the substantial increase in student numbers.
- Further strengthen industry participation in curriculum review yearly and programme development.
- Consider introducing structured credit-bearing internship opportunities.
- The Department should develop and implement a formal Artificial Intelligence (AI) Teaching, Learning and Assessment Policy for the BSc Computer Science programme. The policy should provide clear guidance on the acceptable use of AI tools in coursework, programming assignments, assessments, final-year projects and academic integrity. Once approved, the policy should be communicated and regularly disseminated to all staff and students to ensure consistent understanding and application.
- Develop more systematic graduate tracking mechanisms.

Areas of improvement and recommendations for BSc in Management Information Systems

- The EEC recommends that the Department systematically include a detailed breakdown of the expected student workload within each course descriptor, clearly indicating contact hours, laboratory/practical hours, independent study, preparation for assessments, project work, and other learning activities. This would improve transparency, ensure consistency in ECTS allocation across the programmes, and enable students to better understand and manage the workload expectations associated with each course. Please see an example below for a 5 ECTS course:

Student Effort Type	Hours
Lectures	12

Practical	24
Autonomous Student Learning	69
Total	105

- Increase programme visibility and recruitment efforts to improve student numbers.
- Strengthen engagement with industry partners specifically from the information systems and business technology sectors.
- Explore additional specialised electives in emerging areas such as Business Analytics, Digital Transformation and Enterprise Systems.
- The Department should establish an Artificial Intelligence (AI) Teaching, Learning and Assessment Policy tailored to the needs of the BSc Management Information Systems programme. The policy should address the responsible and ethical use of AI technologies in business-related assignments, data analysis, decision-support activities and assessments. The policy should be circulated to academic staff and students and supported through awareness and training activities to promote responsible AI usage across the programme.
- Develop systematic graduate employability monitoring procedures.
- The EEC recommends that the Department establish an annual “Opportunities Day” at the end of the academic year, showcasing final-year projects from both the BSc Computer Science and BSc Management Information Systems programmes. Students should present their work through posters, demonstrations, and project exhibitions, with invitations extended to employers, industry partners, alumni, professional bodies, and other stakeholders. The event should also include structured networking and speed-meeting sessions, enabling final-year students to engage directly with industry representatives, exchange CVs and contact details, discuss employment opportunities, internships, and graduate positions, and receive professional feedback on their projects. Such an initiative would strengthen industry engagement, enhance graduate employability, increase programme visibility, and provide students with valuable opportunities to develop their professional networks prior to graduation.

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

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

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

Sub-areas

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

2.2 Practical training

2.3 Student assessment

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

Standards

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

2.2 Practical training

Standards

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

2.3 Student assessment

Standards

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

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

You may also consider the following questions:

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

Findings

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

Findings for BSc in Computer Science

The EEC observed that the programme includes lectures, laboratory sessions, project-based learning, coursework, presentations, and final-year projects. Students confirmed during discussions that academic staff are approachable and provide support both during and outside scheduled teaching hours. Course evaluation results reviewed by the Committee indicate generally positive student perceptions regarding teaching effectiveness, clarity of assessment requirements, and feedback received.

The curriculum incorporates practical components through programming laboratories, software development projects, networking exercises, artificial intelligence applications, and final-year projects. These activities contribute to achieving the programme learning outcomes and support the development of the technical competencies expected of Computer Science graduates.

Assessment methods include examinations, coursework, laboratory exercises, assignments, presentations, and project work. Assessment criteria are clearly specified in course syllabi and communicated to students.

The programme does not currently include a compulsory internship component, although students are encouraged to undertake internships through a dedicated careers admin support staff.

Findings for BSc in Management Information Systems

The EEC found that the programme adopts student-centred approaches combining business and technology-oriented learning activities. Teaching methods include lectures, case studies, presentations, systems analysis exercises, business simulations, project work and final projects. Students are encouraged to develop analytical, communication and problem-solving skills relevant to business and information systems environments.

The curriculum successfully combines theoretical understanding with practical application through coursework and project activities. However, practical exposure to enterprise systems and workplace environments could be further strengthened.

Assessment methods are diverse and include examinations, assignments, projects and presentations. Students confirmed that assessment requirements are communicated in advance and that feedback is generally available.

As with the Computer Science programme, internships are encouraged but not formally embedded in the curriculum.

Strengths

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

Strengths for BSc in Computer Science

- Strong integration of practical and theoretical learning.
- Positive student feedback regarding teaching quality.
- Final-year project supports independent learning and research skills.
- Effective academic advising and staff accessibility.

Strengths for BSc in Management Information Systems

- Effective integration of business and information technology disciplines.
- Student-centred learning environment.
- Development of communication, analytical and managerial competencies.
- Variety of assessment methods.

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 BSc in Computer Science

- Introduce a formal internship or industrial placement component carrying ECTS credit.
- Increase exposure to industry-based projects and real-world software development environments.
- Expand opportunities for interdisciplinary project work.
- Increase the use of portfolio-based assessment methods.
- Given the significant increase in student enrolment, particularly within the BSc Computer Science programme, the Department should consider introducing group-based final-year projects alongside individual projects. Well-structured team projects would better reflect contemporary industry practice, enable students to develop collaboration, project management, communication, and software development skills, and facilitate the supervision of larger student cohorts without compromising academic quality. Appropriate mechanisms should be established to assess both individual and group contributions to ensure fairness and maintain academic standards.

Areas of improvement and recommendations for BSc in Management Information Systems

- Introduce a formal internship or industrial placement component carrying ECTS credit.
- Increase practical exposure to business intelligence and other digital platforms and digital transformation platforms.
- Strengthen employer participation in capstone projects.
- Increase the use of portfolio-based assessment methods.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>	
		BSc in Computer Science	BSc in Management Information Systems
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant	Compliant
2.2	Practical training	Partially Compliant	Partially Compliant
2.3	Student assessment	Compliant	Compliant

3. Teaching staff (ESG 1.5)

Sub-areas

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

3.1. Teaching staff recruitment and development

Standards

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

3.2. Teaching staff number and status

Standards

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

3.3. Synergies of teaching and research

Standards

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

- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

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

Findings

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

Findings for BSc in Computer Science

The programme is supported by academic staff with qualifications and expertise relevant to the curriculum areas, including software engineering, artificial intelligence, computer architecture, cybersecurity, networking, databases and mathematics. Discussions with staff demonstrated a good understanding of programme learning outcomes and the role of individual courses within the curriculum.

Student evaluation data indicate generally positive perceptions of teaching quality. Academic staff appear committed to professional development and curriculum enhancement. Research activity is supported through institutional funding and is integrated into final-year projects and selected courses.

The EEC notes that student numbers have increased significantly, requiring careful monitoring of staffing needs to maintain quality and sustainability.

Findings for BSc in Management Information Systems

The programme benefits from a multidisciplinary teaching team combining expertise in information systems, business administration, management, accounting, economics and computing. Staff demonstrated awareness of labour market developments and contemporary MIS practices.

Research and professional experience among staff contribute positively to curriculum delivery. The programme benefits from staff cooperation across disciplinary areas.

Strengths

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

Strengths for BSc in Computer Science

- Qualified and experienced academic staff.
- Strong disciplinary expertise.
- Positive student evaluations.
- Strong commitment to student support.
- Good collaboration among staff.

Strengths for BSc in Management Information Systems

- Multidisciplinary expertise.
- Good balance between business and technology perspectives.
- Strong commitment to student support.
- Good collaboration among staff.

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 BSc in Computer Science

- Continue recruiting research-active academic staff to support programme growth.
- Increase international research collaborations.
- Strengthen staff development in emerging areas such as Generative AI and cloud-native technologies.
- The EEC recommends that the Department adopt a more transparent and consistent approach to reporting student–staff ratios. As academic staff contribute to teaching across both the BSc Computer Science and BSc Management Information Systems programmes, programme-specific ratios should be calculated using clearly defined Full-Time Equivalent (FTE) allocations rather than counting the same staff members separately for each programme. This would provide a more accurate representation of staffing capacity, facilitate effective resource planning, and support evidence-based decision-making as student numbers continue to increase. Furthermore, staffing levels should be regularly reviewed to ensure that growth in enrolment is matched by appropriate academic and administrative support.
- The EEC recommends that the Department implement a transparent workload allocation model and maintain it through a live, regularly updated document accessible to all academic staff. The workload model should clearly capture teaching responsibilities, supervision duties, administrative roles, research activities, student support commitments, and other departmental contributions. Such a system would promote transparency, fairness, accountability, and effective resource planning, while also supporting staff engagement and ensuring an equitable distribution of responsibilities across the Department.
- Integration of research into teaching and final year projects

Areas of improvement and recommendations for BSc in Management Information Systems

- Expand expertise in digital transformation, business analytics and enterprise systems.
- Encourage greater industry engagement among academic staff.
- Strengthen staff development in emerging areas such as Generative AI and cloud-native technologies.

- The EEC recommends that the Department adopt a more transparent and consistent approach to reporting student–staff ratios. As academic staff contribute to teaching across both the BSc Computer Science and BSc Management Information Systems programmes, programme-specific ratios should be calculated using clearly defined Full-Time Equivalent (FTE) allocations rather than counting the same staff members separately for each programme. This would provide a more accurate representation of staffing capacity, facilitate effective resource planning, and support evidence-based decision-making as student numbers continue to increase. Furthermore, staffing levels should be regularly reviewed to ensure that growth in enrolment is matched by appropriate academic and administrative support.
- The EEC recommends that the Department implement a transparent workload allocation model and maintain it through a live, regularly updated document accessible to all academic staff. The workload model should clearly capture teaching responsibilities, supervision duties, administrative roles, research activities, student support commitments, and other departmental contributions. Such a system would promote transparency, fairness, accountability, and effective resource planning, while also supporting staff engagement and ensuring an equitable distribution of responsibilities across the Department.
- Increase research activity specifically within Information Systems.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>	
		BSc in Computer Science	BSc in Management Information Systems
3.1	Teaching staff recruitment and development	Compliant	Compliant
3.2	Teaching staff number and status	Compliant	Compliant
3.3	Synergies of teaching and research	Compliant	Compliant

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

Sub-areas

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

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

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

4.4 Student certification

Standards

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

You may also consider the following questions:

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

Findings

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

Findings for BSc in Computer Science

The programme operates under clearly defined admission requirements and progression regulations. Students receive academic advising and monitoring throughout their studies. Student performance and progression are systematically tracked.

The Committee noted increasing enrolment numbers and a significant international student population. Recognition procedures and transfer arrangements appear consistent with institutional regulations and European practices.

Findings for BSc in Management Information Systems

Admission and progression procedures are consistent with institutional regulations. Academic advising arrangements support student success and progression. The programme attracts a diverse international student population. The EEC notes that student numbers remain relatively low and recommends enhanced recruitment efforts.

Strengths

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

Strengths for BSc in Computer Science

- Transparent admission procedures.
- Strong academic advising.
- Monitoring of student progression.
- International student participation.

Strengths for BSc in Management Information Systems

- Transparent admission procedures.
- Effective student support mechanisms.
- Appropriate progression monitoring.

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 BSc in Computer Science

- Investigate causes of student withdrawals and implement retention measures.
- The English language requirement, along with the two compulsory English courses in the curriculum (12 ECTS), needs to be revised. For example, students with 5 IELTS should be offered English language support but students with 6/6.5 IELTS and English native speakers should not need to take the two English courses (12 ECTS)
- Establish a systematic graduate destination tracking mechanism.

Areas of improvement and recommendations for BSc in Management Information Systems

- Increase programme visibility and recruitment.
- The English language requirement, along with the two compulsory English courses in the curriculum (12 ECTS), needs to be revised. For example, students with 5 IELTS should be offered English language support but students with 6/6.5 IELTS and English native speakers should not need to take the two English courses (12 ECTS)
- Develop graduate tracking procedures.
- Monitor progression and retention more systematically as enrolment increases.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant	
		BSc in Computer Science	BSc in Management Information Systems
4.1	Student admission, processes and criteria	Compliant	Compliant
4.2	Student progression	Compliant	Compliant
4.3	Student recognition	Compliant	Compliant
4.4	Student certification	Compliant	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

- 4.5. **Teaching and Learning resources**
- 4.6. **Physical resources**
- 4.7. **Human support resources**
- 4.8. **Student support**

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

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

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

5.4 Student support

Standards

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

You may also consider the following questions:

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

Findings

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

Findings for BSc in Computer Science

The EEC visited the University facilities and found that classrooms, computer laboratories, library resources and student support services adequately support programme delivery. Students have access to learning management systems, computing resources and academic support services.

The library provides both physical and electronic resources, while the Careers Office, counselling services and Erasmus office contribute positively to student development and mobility opportunities.

Given the projected growth in student enrolment, continued investment in laboratory capacity and specialised infrastructure will be necessary.

Findings for BSc in Management Information Systems

Students benefit from the same institutional resources available to Computer Science students. Library resources, student support services and computing facilities are adequate for programme delivery.

The Committee believes additional specialised software environments supporting enterprise systems, business analytics and decision-support technologies would further enhance the student experience.

Strengths

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

Strengths for BSc in Computer Science

- Adequate laboratory facilities.
- Strong student support services.
- Good access to digital resources.
- Active Careers admin support staff and Erasmus+ mobility opportunities.

Strengths for BSc in Management Information Systems

- Adequate learning resources.
- Strong academic and administrative support.
- Access to institutional support services.
- Active Careers admin support staff and Erasmus+ mobility opportunities.

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 BSc in Computer Science

- Expand specialised laboratory facilities.
- Continue investing in computing infrastructure.
- The EEC recommends that the Department actively explore and utilise national research infrastructures available in Cyprus, particularly the [PHAROS High Performance Computing Facility](#) operated by The Cyprus Institute. Access to a state-of-the-art high-performance computing environment would provide academic staff and students with valuable opportunities to undertake computationally intensive research and project work in areas such as Artificial Intelligence, Machine Learning, Data Analytics, Cybersecurity, Simulation, and Scientific Computing. Integrating PHAROS into teaching, final-year projects, and research activities would

strengthen the Department's research capacity, enhance student learning experiences, and support participation in competitive national and international research initiatives.

- The EEC recommends the establishment of a Computer Science Student Support Centre, staffed by high-performing third- and fourth-year students on a paid hourly basis, to provide academic support and mentoring to first-year students. Such a peer-assisted learning initiative could operate as a structured "buddy system", offering guidance in programming, mathematics, study skills, laboratory work, and adaptation to university life. This approach would strengthen student retention, enhance the first-year learning experience, foster a sense of academic community, and provide senior students with valuable leadership, communication, and mentoring experience.
- Monitor resource adequacy in line with enrolment growth.

Areas of improvement and recommendations for BSc in Management Information Systems

- Increase availability of enterprise systems and business analytics software.
- Expand access to specialised MIS laboratory resources.
- The EEC recommends that the Department actively explore and utilise national research infrastructures available in Cyprus, particularly the [PHAROS High Performance Computing Facility](#) operated by The Cyprus Institute. Access to a state-of-the-art high-performance computing environment would provide academic staff and students with valuable opportunities to undertake computationally intensive research and project work in areas such as Artificial Intelligence, Machine Learning, Data Analytics, Cybersecurity, Simulation, and Scientific Computing. Integrating PHAROS-CY into teaching, final-year projects, and research activities would strengthen the Department's research capacity, enhance student learning experiences, and support participation in competitive national and international research initiatives.
- The EEC recommends the establishment of a Computer Science Student Support Centre, staffed by high-performing third- and fourth-year students on a paid hourly basis, to provide academic support and mentoring to first-year students. Such a peer-assisted learning initiative could operate as a structured "buddy system", offering guidance in programming, mathematics, study skills, laboratory work, and adaptation to university life. This approach would strengthen student retention, enhance the first-year learning experience, foster a sense of academic community, and provide senior students with valuable leadership, communication, and mentoring experience.
- Strengthen industry engagement activities through the Careers Office.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant	
		BSc in Computer Science	BSc in Management Information Systems
5.1	Teaching and Learning resources	Compliant	Compliant
5.2	Physical resources	Compliant	Compliant
5.3	Human support resources	Compliant	Compliant
5.4	Student support	Compliant	Compliant

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

- a. **Selection criteria and requirements**
- b. **Proposal and dissertation**
- c. **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.

N/A

Strengths

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

N/A

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.

N/A

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

Sub-areas		Non-compliant/ Partially Compliant/Compliant
6.1	Selection criteria and requirements	N/A
6.2	Proposal and dissertation	N/A
6.3	Supervision and committees	N/A

D. Conclusions and final remarks

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

The External Evaluation Committee (EEC) concludes that the Department of Computer Science of the American University of Cyprus offers two undergraduate programmes that correspond to the requirements of the European Qualifications Framework (EQF Level 6) and provide students with the knowledge, skills, and competencies expected of graduates in the fields of Computer Science and Management Information Systems. Both programmes are characterised by clearly defined learning outcomes, coherent programme structures, and curricula that support the acquisition of disciplinary knowledge, practical skills, problem-solving abilities, communication skills, and professional competencies relevant to contemporary employment markets.

The BSc in Computer Science provides a comprehensive foundation in computing, combining theoretical principles with practical applications across key areas such as software engineering, cybersecurity, artificial intelligence, databases, networking, and systems development. The programme demonstrates strong alignment with labour market requirements and equips graduates with the competencies necessary to pursue professional careers or further studies in computing-related disciplines. The Committee notes the significant growth in student enrolment and the recent recognition of the programme by the Cyprus Scientific and Technical Chamber, both of which reflect its increasing maturity and relevance.

The BSc in Management Information Systems offers a well-balanced interdisciplinary curriculum that successfully integrates information technology, management, business processes, and organisational decision-making. The programme responds to the growing demand for professionals capable of bridging technological and business environments and provides graduates with skills that are highly relevant to digital transformation and organisational innovation. The Committee considers that the programme learning outcomes are appropriately aligned with EQF Level 6 descriptors and support graduate employability in a range of business and technology-related roles.

The Committee recognises the Department's commitment to student-centred learning, quality assurance, internationalisation, and student support. Academic staff are approachable and committed to student success, while the learning environment, laboratories, library resources, and support services provide an appropriate foundation for the effective delivery of both programmes. The quality assurance mechanisms in place contribute positively to programme monitoring and continuous improvement.

To further enhance quality, the Department should continue to review curricula regularly to ensure alignment with emerging developments in computing, information systems, and artificial intelligence. The introduction of structured internship opportunities, stronger industry engagement, enhanced graduate tracking mechanisms, and innovative initiatives such as an annual industry-focused "Opportunities Day" would further strengthen the employability and professional readiness of graduates.

The Committee also considers that research development should become a higher strategic priority for the Department. The establishment of a formal research governance structure, stronger support for externally funded research, greater integration of research into teaching activities, and increased utilisation of national research infrastructures would contribute significantly to the Department's academic development and long-term sustainability.

Finally, given the increasing impact of Artificial Intelligence on higher education and professional practice, the Department is encouraged to establish a formal Artificial Intelligence Teaching, Learning and Assessment Policy to guide the responsible, ethical, and transparent use of AI technologies by both students and staff.

Overall, the EEC concludes that the BSc in Computer Science and the BSc in Management Information Systems substantially satisfy the requirements of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education and correspond appropriately to the knowledge, skills, and competence descriptors of EQF Level 6. The Department demonstrates a solid foundation for future growth and is well positioned to further strengthen its academic profile, industry engagement, student experience, and research culture through the implementation of the recommendations outlined in this report.



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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



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E. Signatures of the EEC

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Date: 22.6.2026

