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

Doc. 300.1.2

Date: 03/09/2019

Higher Education Institution's response

- **Higher education institution:**

  Intercollege

- **Town:** Nicosia

- **Programme of study (Name, ECTS, duration, cycle)**

  In Greek: Τεχνολογία Μηχανικής Αυτοκινήτων (4 Έτη/252ECTS, Πτυχίο)
  In English: Automotive Technology (4 Years/252ECTS, Bachelors Degree)

- **Language of instruction:** English

- **Programme's status**
  New programme: X
  Currently operating: ……………

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

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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 and 2016" [N. 136 (I)/2015 and N. 47(I)/2016].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*

- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*

    - *the findings, strengths, areas of improvement and recommendations of the EEC*
    - *the deficiencies noted under the quality indicators (criteria)*
    - *the conclusions and final remarks noted by the EEC*

- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.1.1).*

- *In case of annexes, those should be attached and sent on a separate document.*

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

Standards

- *Policy for quality assurance of the programme of study:*
    - o *has a formal status and is publicly available*
    - o *supports the organisation of the quality assurance system through*

        appropriate structures, regulations and processes
    - o *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
    - o *ensures academic integrity and freedom and is vigilant against academic fraud*
    - o *guards against intolerance of any kind or discrimination against the students or staff*
    - o *supports the involvement of external stakeholders*

- *The programme of study:*
    - o *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
    - o *is designed by involving students and other stakeholders*
    - o *benefits from external expertise*
    - o *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)
    - o *is designed so that it enables smooth student progression*
    - o *defines the expected student workload in ECTS*
    - o *includes well-structured placement opportunities where appropriate*
    - o *is subject to a formal institutional approval process*
    - o *results in a qualification that is clearly specified and communicated, and refers*

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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

- o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*

- o *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*

- o *is reviewed and revised regularly involving students and other stakeholders*

- *Public information (clear, accurate, objective, up-to date and readily accessible):*
  - o *about the programme of study offered*
  - o *the selection criteria*
  - o *the intended learning outcomes*
  - o *the qualification awarded*
  - o *the teaching, learning and assessment procedures*
  - o *the pass rates*
  - o *the learning opportunities available to the students*
  - o *graduate employment information*

Findings

The former experiences of the teaching staff members are mainly focused on Diploma level. The Higher Education Institution (HEI) presents a reasonable approach to developing educational programmes. Based on the HEI experience on other programmes, the internal quality assurance processes are in place.

Strengths

The study programme is based on a balanced approach with both theoretical and vocational focus.

The strategy is coherent with the institution objectives.

The courses are influenced by external stakeholders and are responding to the requirements from outside. The links with industry potentially allow for good results in terms of placements. The programme gains from support coming from UNIC.

The low student/staff ratio will permit appropriate student supervision, as well as mentoring both for lectures and for internship.

Areas of improvement and recommendations

Given that the teaching material is not yet available, future validation should be required once the programme is fully developed.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant,

5 or 6: Partially compliant,

7 or 8: Substantially compliant,

9 or 10: Fully compliant

Quality indicators/criteria			**1 - 10**
1.1	Academic oversight of the programme design is ensured		8
1.2	The guide and / or the regulations for quality assurance provide the adequate information and data for the support and for all the years of study. management of the programme of study		8
1.3	Internal Quality Assurance processes safeguard the quality and the fulfillment of the programme's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:		
	1.3.1	The disclosure of the programme's curricula to the students and their implementation by the teaching staff	8
	1.3.2	The programme webpage information and material	N/A
	1.3.3	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	8
	1.3.4	The procedures for the conduct and the format of the examinations and for student assessment	8
	1.3.5	Students' participation procedures for the improvement of the programme and of the educational process	9

1.4	The purpose and objectives of the programme are consistent with the expected learning outcomes and with the mission and the strategy of the institution.	6
1.5	The following ensure the achievement of the programme's purpose, objectives and the learning outcomes:	
	1.5.1	The number of courses	6
	1.5.2	The programme's content	8
	1.5.3	The methods of assessment	9
	1.5.4	The teaching material	8
	1.5.5	The equipment	9
	1.5.6	The balance between theory and practice	8
	1.5.7	The research orientation of the programme	5
	1.5.8	The quality of students' assignments	8
1.6	The expected learning outcomes of the programme are known to the students and to the members of the teaching staff	9.
1.7	The teaching and learning process is adequate and effective for the achievement of the expected learning outcomes	6.
1.8	The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.	6
1.9	New research results are embodied in the content of the programme of study	6
1.10	The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree	. N/A
1.11	Students' command of the language of instruction is appropriate	9
1.12	The programme of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts	6
1.13	The learning outcomes and the content of the courses are consistent.	8
1.14	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester.	6
1.15	The higher education qualification awarded to the students corresponds to the purpose, objectives and the learning outcomes of the programme.	8

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1.16	The higher education qualification and the programme of study conform to the provisions for registration to their corresponding professional and vocational bodies for the purpose of exercising a particular profession.	N/A
1.17	The programme's management in regard to its design, its approval, its monitoring and its review, is in place.	9
1.18	The programme's collaborations with other institutions provide added value and are compared positively with corresponding collaborations of other departments / programmes of study in Europe and internationally.	N/A
1.19	Procedures are applied so that the programme conforms to the scientific and professional activities of the graduates.	9
1.20	The admission requirements are appropriate	10
1.21	Sufficient information relating to the programme of study is posted publicly.	N/A
1.22	The teaching methodology is suitable for teaching in higher education.	7

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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any)

the deficiencies.

- ***The programme webpage information*** **and material is not yet available, due to the fact that the programme is new. The teaching material beyond the first semester is not yet available**

- **A BSc is expected as the outcome, but the programme seems focused on a technician level. The HEI should present a more clear and complete plan how they propose to address this. For example, the HEI should clarify how progression from basic to advanced level can be developed both in terms of prerequisites and depth of knowledge**

1a. The program is focused at a technologist level, differentiating that of an engineer. The first two years of the program represents a more basic/fundamental level, as technologists need to understand the operating principles of various systems. This incorporates the technologist level, where there is a deeper understanding of the physics and science elements, in comparison to the technician level where the technician is only responsible in disassembling, repairing and assembling various systems. The progression follows a sequence of prerequisites from the first year of studies in order to allow the progression in knowledge in a coherent manner.

- **The number of courses could be optimized, also considering the former point. The overall programme appears to be aimed at developing breadth more than depth**

1.b The program is designed to prepare the graduates to have an overall understanding of the new technologies involved in the Automotive industry. This will later provide them with the flexibility to focus on the subjects interesting to them (i.e. for further studies or employment). Moreover, on several Automotive core subjects the outline has been enriched to include the calculation/ model / design aspect that is required from a BSc level.
In addition, the number of courses has been optimized by removing the following modules, that have been considered to unnecessary develop more breath than depth.
- *Energy studies*
- *Automotive Ergonomics and User Interfaces*
  The modified/enriched course outlines are included in annex 1, carrying a yellow marking indicating the additions/modifications.

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The research orientation of the programme is minimal as most of the staff is not research active

1c. Additional faculty with PhD Degrees has been hired to promote research. In addition, motives are provided, both financial and as teaching time release for research related activities.
A yearly faculty evaluation is performed, where research will have a significant impact on faculty's performance. It is also required that the faculty will involve the students in research, as either a part of their final year projects, separate assignments within specific modules, or special projects. A revised list of faculty members is included in annex 2.
Furthermore, the required textbook for a number of modules has been updated to books that the content is more research-oriented. A revised book list is included in annex 3.

- **The teaching and learning process should be based on more ambitious learning outcomes, adequate to a BSc level**

    - ***The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology. New research results are embodied in the content of the programme of study.*** **Although some courses refer to new trends in automotive technology, some required textbooks are not the latest. Moreover, the staff could be further involved in research to inform and to update the teaching**

    - ***The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester.*** **All courses are estimated with the same ECTS number without a clear relationship between outcomes, knowledge progression and contents. The HEI should review how the contents reflect more precisely the student workload in terms of ECTS**

    - ***The teaching methodology is suitable for teaching in higher education.*** **Teaching methodology appears to be very traditional. Some more updated teaching methods could be considered**

1d. The teaching process will not be based just on traditional teaching, but other methods will be applied including group discussions, simulations and case studies. The learning outcomes have been enriched to be more ambitious, as required from a BSc level, especially for years 3 and 4 where a progression to advanced level must be apparent. The modified/enriched course outlines are included in annex 1, carrying a yellow marking indicating the additions/modifications.
The textbooks have been updated to the latest versions. A yearly check will be performed to make sure that we always have copies of the latest textbooks. (A revised book list is included in Appendix 3). ECTS units have been readjusted to reflect the learning outcomes and the depth of knowledge in each course. The revised path in included in annex 4.
Throughout the courses of the program, the teaching methodology will not be restricted just to traditional teaching and laboratory work. Other methods such as discussion and buzz group sessions will be applied to stimulate the students to go further and study the specific subjects in more detail by themselves. Other methods that are planned to me applied are demonstration methods, especially in collaboration with the industry in Cyprus and/or abroad. A combination of the above with project-based learning is also to be applied.

Provide information on:

1. Employability records – *not applicable due to the fact it is a new programme*

2. Pass rate per course/semester – *not applicable due to the fact it is a new programme*

3.The correspondence of exams' and assignments' content to the level of the programme and the number of ECTS – *see the former notes*

Study programme and study programme's design and development

Non-compliant   *Partially compliant*   **Substantially compliant**   *Fully compliant*

2. **Teaching, learning and student assessment** (*ESG 1.3*)

Standards

- *The process of teaching and learning supports students' individual and social development and respects their needs.*

- *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.*

- *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.*

- *Mutual respect within the learner-teacher relationship is promoted.*

- *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.*

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- *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*

Findings

The teaching methods are based on lectures, tutorials, practical sessions and workshops. These methods are appropriate to the outcomes. Some more innovative educational technologies could be considered by the HEI for future development.

In general, the assessment methods seem to be appropriate. Independent external moderation would be recommended to ensure that the correct level is reached by students.

Strengths

The HEI members are aware of the needs and requirements of the relevant stakeholders

The combination of practical and theoretical contents

The small class sizes

The practical experience of the staff

The use of internship to develop practical skills

Areas of improvement and recommendations

Use of subject area experts where available to deliver relevant subjects

Development of research to support the teaching

Recommend the adoption of modern teaching methods

To encourage students' critical thinking. The good link with industry could support it through the students' final project, if this should be compulsory

2a. The recommendations/improvements have been addressed in our replies: 1c and 1d.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

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	Quality indicators/criteria	1 - 10
2.1	The actual/expected number of students in each class allows for constructive teaching and communication	10
2.2	The actual/expected number of students in each class compares positively to the current international standards and/or practices.	10
2.3	There is an adequate policy for regular and effective communication with students	9
2.4	The methodology implemented in each course leads to the achievement of the course's purpose and objectives and those of the individual modules.	8
2.5	Constructive formative assessment for learning and feedback are regularly provided to the students	8
2.6	The assessment system and criteria regarding student course performance are clear, adequate, and known to the students.	8
2.7	Educational activities which encourage students' active participation in the learning process are implemented.	9
2.8	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	7
2.9	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the programme's individual courses and are updated regularly	6
2.10	It is ensured that teaching and learning are continuously enriched by research.	N/A
2.11	The programme promotes students' research skills and inquiry learning	6
2.12	Students are adequately trained in the research process.	6

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any)
the deficiencies.

- ***Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the programme's individual courses and are updated regularly. Several recommended textbooks are not the latest and should be reviewed to evaluate whether more appropriate texts are available.***

2b. Please see reply 1c.

- ***The programme promotes students' research skills and inquiry learning. Students are adequately trained in the research process.* The modules seem to be mainly providing information to students rather than encouraging them in investigation.**

  It is recommended to include, in some of the modules, assignments involving design and simulation activities to stimulate a deeper critical analysis level

  2c. Assignments will be given to students on a variety of subjects based on the learning outcomes of the courses. These assignments will be designed in such way that in order to enhance research skills and critical thinking. The assignments are not pre-set in the course outlines, as they will not be the same each year. This is to be

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able to follow the latest research and development at any given time. The assignments will be either completely new, or an evolution of the previous year's assignment.

Non-compliant   *Partially compliant*   **Substantially compliant**   *Fully compliant*

3. Teaching Staff (*ESG 1.5*)

Standards

- *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 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).*

- *Recognised visiting teaching staff participates in teaching the study programme.*

- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*

- *Assessment of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*

Findings

The ratio of full time members of teaching staff involved to the total is approximately 50%. Three members of teaching staff out of thirteen have a PhD degree.

Visiting professors are not indicated in the HEI's Application as teaching staff members. Their involvement could contribute to strengthen the teaching staff.

Strengths

Visiting teaching staff with practical experience

The very small number of students per class

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Module feedback from students and peer-review among lecturers

Areas of improvement and recommendations

Research and publication in the subject area of the proposed BSc Experience in training and teaching in the area of higher education Details regarding the visiting professors in the area of knowledge Availability of training in teaching methods and new technologies

3a. A visiting professor has been hired, to enhance the existing faculty's experience. CV and agreement are included in annex 5. Furthermore, an additional existing Part Time faculty member has been incorporated into the program (annex 6).

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria			1 - 10
3.1	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the programme of study.		**6**
3.2	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, including the following		
	3.2.1	Subject specialization	**6**
	3.2.2	Research and Publications within the discipline 5	**5**
	3.2.3	Experience / training in teaching in higher education	**5**
3.3	The programme attracts visiting professors of recognized academic standing.		**4**
3.4	The specialisations of visiting professors adequately support the programme of study.		N/A
3.5	Special teaching staff and special scientists have the necessary qualifications, adequate work experience and specialisation to teach a limited number of courses in the programme of study.		**9**
3.6	In the programme of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the programme of study.		**5**
3.7	The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality.		**9**

3.8	The teaching load allows for the conduct of research and contribution to society.	7
3.9	The programme's coordinator has the qualifications and experience to coordinate the programme of study.	8
3.10	The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.	4
3.11	The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.	6
3.12	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	9

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any)
the deficiencies.

- *The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the programme of study.* **The ratio is lower than expected by the standards**

- *… formal and fundamental qualifications for teaching… Subject specialization.*
  Only two Lecturers with PhD focused on the subject area are involved. Staff are not necessarily teaching within their subject discipline

- *… formal and fundamental qualifications for teaching… Research and Publications within the discipline.* **The teaching staff members must be committed to research and publish within the discipline**

- *… formal and fundamental qualifications for teaching… Experience / training in teaching in higher education.* **The teaching staff has experience in College education and not in higher education degree level**

- *The programme attracts visiting professors of recognized academic standing.* **It is strongly recommended that actions are planned in this direction**

- *In the programme of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the programme of study.* **Although a significant number of modules are delivered by part-time members of teaching staff, it is recognized that this is justified by the need for specialist instructors**

- *The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.* **The teaching staff is strongly encouraged to do research and to publish their results**

- *The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.* **Further efforts are recommended on this aspect**

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> *3b. The current faculty ratio is 60% FT / 40% PT, after the revisions that took place in terms of the incorporation of additional PhD faculty members. All faculty members participate ta the Continued Professional Academic Development seminars that take place every September, in order to introduce new teaching methodologies in terms of adult education. This is part of the Internal Quality Assurance policy that aims to further enhance the faculty's teaching skills.*
>
> Provide information on the following:
>
> In every programme of study the special teaching staff should not exceed 30% of the permanent teaching staff. *See above.*

Non-compliant **Partially compliant** *Substantially compliant* *Fully compliant*

4. Students (*ESG 1.4, 1.6, 1.7*)

Standards

- *Pre-defined and published regulations regarding student admission, progression, recognition and certification are in place.*

- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

- *Information on students, like 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, is collected, monitored and analysed.*

- *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.*

- *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.*

- *Student support is provided covering the needs of a diverse student population*

  (such as mature, part-time, employed and international students, as well as students with disabilities).

- *A formal procedure for student appeals is in place.*

- *Students are involved in evaluating the teaching staff.*

- *Students' mobility is encouraged and supported.*

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Findings

The appropriate policies and procedures for student admission, progression, recognition and certification are in place.

Strengths

Policies, procedures for student admission, progression, recognition and certification are in place.

Using NARIC database for ensuring admission requirements favourably compares with international practices.

Areas of improvement and recommendations

A foundation year may be needed if a larger number of overseas students are predicted for the future.

4a. Students that strictly satisfy the entry criteria will be accepted into the program. The College has in place a placement test for Mathematics and English in order to derive the appropriate level of entry for each student. If the students do not acquire a passing mark in the placement tests, then they cannot be accepted.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
4.1	The student admission requirements for the programme of study are based on specific regulations and suitable criteria that are favourably compared to international practices.	**9**
4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with European and international standards.	**9**
4.3	The programme's evaluation mechanism, by the students, is effective.	**9**

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4.4	Students' participation in exchange programmes is compared favourably to similar programmes across Europe.	8
4.5	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	9
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	9
4.7	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	9
4.8	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	9
4.9	Students are satisfied with their learning experiences.	10
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

Non-compliant   *Partially compliant*   *Substantially compliant*   **Fully compliant**

5. Resources (*ESG 1.6*)

Standards

- *Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources*) are provided to students and support the achievement of objectives in the study programme.*

  * Physical resources: premises, libraries, study facilities, IT infrastructure, etc. Human support resources: tutors/mentors, counsellors, other advisers, qualified administrative staff

- *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.*

- *Teaching staff is involved in the management of financial resources regarding the programme of study.*

Findings

Generally, resources appear to be adequate.

Strengths

The link with the University of Nicosia and the access to their facilities.

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Areas of improvement and recommendations

Teaching materials need to be regularly reviewed and updated.

5a. Please see our reply in 1c. All teaching material undergoes an annual review in order to maintain a comprehensive updated book list.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

	Quality indicators/criteria	1 - 10
5.1	Adequate and modern learning resources are available to the students.	**9**
5.2	The library includes the latest books and material that support the programme.	**9**
5.3	The library loan system facilitates students' studies	**9**
5.4	The laboratories adequately support the programme.	**9**
5.5	Student welfare services are of high quality.	**9**
5.6	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	**9**
5.7	Suitable books and reputable journals support the programme of study	**9**
5.8	An internal communication platform supports the programme of study.	**8**
5.9	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.	**9**
5.10	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	**9**
5.11	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	**7**
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. • ***An internal communication platform supports the programme of study.*** **The introduction of a new learning environment platform**		

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is to be commended. However, suitable training should be given to staff to make the best use of it

5b. All faculty members and students participate in the Intranet trainings during the induction week sessions. The internal platform is being continually reviewed and updated in order to incorporate additional components in order to enhance the users digital experience.

- ***Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.* The reading lists of the proposed modules should be updated to consider the most recent textbooks in the relevant subject areas**

Non-compliant   Partially compliant   Substantially compliant   *Fully compliant*

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6. Additional for distance learning programmes *(ALL ESG)*

N/A

7. Additional for doctoral programmes *(ALL ESG)*

N/A

8. Additional for joint programmes *(ALL ESG)*

N/A

B. Conclusions and final remarks

These comments and remarks are based on the information available at the time of the accreditation. At that point, there was only teaching material for the first semester and no students had yet been recruited onto the course. No output from examinations, coursework or practical work was available to review.

The teaching staff members former experiences are mainly focused on Diploma's level. The HEI presents a reasonable approach to developing educational programmes. Based on HEI experience on other programmes, the internal quality assurance processes are in place.

The BSc programme proposed can gain from the experience the HEI already has in organizing equivalent level of educational qualification. In particular, the distribution of ECTS credits across the programme could be reviewed.

The teaching methods are based on lectures, tutorials, practical sessions and workshops. These methods are appropriate to the outcomes. Some more innovative educational technologies could be considered by the HEI for future development.

The contextualisation of the learning through the extensive use of workshop practice is to be commended, however, it should be ensured that the academic aspects of the learning are of the correct level. Alternative pedagogical approaches should also be considered in order to make the course compare positively with current international standards and practices.

In general, the assessment methods seem to be appropriate. Independent external moderation would be recommended to ensure that the correct level is reached by students.

As the teaching staff have limited experience in designing assessments at this level, it is suggested that external advice in the form of an external independent examiner be sought.

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The ratio of full time members of teaching staff involved to the total is approximately 50%. Three members of teaching staff out of thirteen have a PhD degree. Visiting professors are not indicated in the HEI Application as teaching staff members. Their involvement could contribute to strengthen the teaching staff. Teaching staff could also deepen their subject knowledge through participation in relevant research. If this was in collaboration with visiting professors, then these aims could be achieved simultaneously.

It is recognised that the staff, although experienced in their practical subject matter, have limited teaching experience at degree level. The contribution of visiting professors would not only support them in terms of technical input, but also in providing examples of good practice in teaching.

In order to encourage students to develop critical thinking skills, it is recommended that the Final Year Thesis be made compulsory. Subject matter for study and subsequent theses could be drawn from the placement periods that the students are engaged in during previous semesters.

Adequate policies and procedures for student admission, progression, recognition and certification are in place and generally resources appear to be appropriate. If the course is to expand numbers in the future, then further laboratory resources will be necessary.

In conclusion, most of the support structure for the course is in place and suitable for a course of this type. However, the detail of the course content needs to be reviewed to ensure that it is of the correct level for a BSc degree, particularly in the later years. It is recommended that further experienced staff, possibly visiting professors, should be involved to facilitate this development.

We would like to warmly thank the External Evaluation Committee (EEC) for their comments and suggestions. All suggestions have been fully adopted by the College in order to reflect a cutting edge Bachelor Degree in a high demanding sector of the Automotive industry. In conclusion the following have been incorporated into our reply:

- *Revision of path to incorporate the recommendations of the EEC in terms of ECTS and Final Year Thesis.*
- *Revised textbook list, including the latest publications.*
- *Incorporation of PhD faculty members, including a visiting professor.*
- *Revised course outlines to reflect enhanced learning outcomes and ensure proper course progression.*
- *Revised teaching methodologies, such as group discussions, buzz group sessions, case studies and simulations will be applied to stimulate the students to go further and introduce them to critical thinking and research.*

The program of studies has been developed, in collaboration with the local Automotive representatives and aims in addressing the current needs in terms of high caliber automotive graduates that will significantly contribute towards the enhancement of the automotive services in Cyprus.

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C. Higher Education Institution academic representatives

Name	Position	Signature
Mr. Charalambos Papadopoulos	Director of Academic Affairs	
Dr Andreas Loizou	Program Coordinator	

Date: 03/09/2019