

Date: 29. 10. 2023

## EEC On-site Follow-up Review

- **Higher Education Institution:**  
European University Cyprus and Minjiang University

**Town:** Fuzhou, Fujian, China

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

**In Greek:**

«Ηλεκτρολογική και Ηλεκτρονική Μηχανική (4 Έτη/240 ECTS, Πτυχίο)»

**In English:**

«Electrical and Electronic Engineering (4 Years/240 ECTS, B.Sc.)»

- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

**In Greek:** Concentrations

**In English:** Concentrations

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

The **External Evaluation Committee (EEC)** would like to thank the **Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA)** for the invitation to evaluate the **Electrical and Electronic Engineering (4 Years/240 ECTS, B.Sc.)**

This on-site visit to the Minjiang University, Fuzhou, Fujian, China a franchise of the European University Cyprus was conducted on October 24, 2023. The on-site visit was conducted by the External Evaluation Committee (EEC) members:

- Professor Marko Čepin, as a member of the committee,
- Professor David McGravie, as the Chair of the committee,

And, the support of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) represented by:

- Ms. Emilie Moskou,
- Mr. George Aletraris.

This is a programme that is accredited and is currently running in Cyprus. At the same time the programme is now currently on offer by the Minjiang University, Fuzhou, Fujian, China. The delivery of the programme is undertaken through the establishment of the International Digital Economy Centre at Minjiang (to be referred to as **IDEC** in this document).

As the programme is currently accredited the evaluation that took place online on the 19th of May, 2022 focused on the setup / implementation of the programme and the established collaboration between the respective partners: the European University Cyprus and Minjiang University. **Due to travel restrictions, the EEC at that time did not visit the IDEC operation in China.**

**The visit is a follow up visit to assess the physical setup and resources at IDEC in China.**

Professor McGravie is the Chair for this October 2023 event. For continuity reasons, Professor McGravie was previously the Chair of the original online External Evaluation Committee assessment that took place in 19<sup>th</sup> May 2022. As stated, at the time of the original review (May 2022) the teaching labs and resources were not evaluated and a face to face visit was agreed to take place post pandemic and when circumstances would allow.

This EEC visit (24/10/23) is concerned with reviewing and assessing the specific points captured in the individual programme document [07.14.324.002\\_EEE\\_on\\_site\\_follow\\_up\\_report](#) and the actions taken since the EEC online evaluation in 29/06/23.

This visit is not concerned with a review of the programme curriculum content as this has been approved. Rather this EEC review will address the key points listed in the document above, in addition it will also address any further concerns or issues that have been highlighted through the EEC discussions with key academic and administrative staff; and following discussions with the students studying the programme directly.

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

Areas of improvement and recommendations by EEC in <b>2022</b> from distance	Actions Taken by the Institution (in response to <b>2022</b> EEC)
<p>1.1 The EEC acknowledges the framework within which the collaboration has been formed and the expectations of each side and how any future revisions. Any future programme changes though need to actively engage stakeholders (particularly, engage more with industries with relevance for the Chinese regional digital economy development) on both sides in order to ensure that their views and needs are sufficiently represented and catered for and clearly must take account of local settings and the industry needs within the China context.</p>	<p>The Department of Computer Science and Engineering welcomes this very constructive suggestion of the EEC. Currently the Department capitalises on the input provided by the existing Advisory Boards both at the program and the School level. Nevertheless, it is acknowledged that the program offered at IDEC would considerably benefit from actively engaging stakeholders from the Chinese regional digital economy.</p> <p>To this end, a new Advisory Board, specific to the program offered at IDEC is currently formed. This Advisory Board will include in its majority practitioners from the Chinese regional digital economy. The first meeting will be arranged in the coming Fall 2022 Semester. This new Program Advisory Board will provide consultation on the needs and requirements of the local industry and how these are reflected in the program. Their input will serve as the basis for future curriculum re-development and for enhancing students’ competencies. The Board will convene once a year to consult.</p> <p>Consequently, the programme development will involve both academic institutions as well as the local industry in order to ensure that all views and needs are sufficiently represented and catered for.</p>

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

Areas of improvement and recommendations by EEC in <b>2022</b> from distance	Actions Taken by the Institution (in response to <b>2022</b> EEC)
<p>2.1 We note that admissions follow typical language criteria. Still during the meeting with students it was evident that in-session English language support is necessary. This is especially important in the first year in order to provide students with the language skills needed to make the most of the rest of their programme. Future in-person visits may help more effectively put students' oral and writing skills into perspective.</p>	<p>We fully align with this recommendation, as this is an area for improvement that has also been identified by both Minjiang University and European University Cyprus. As such, we have already started to implement a series of actions for both existing students and for the freshmen.</p> <p>Specifically:</p> <p>(a) Additional English language courses (i.e. College English 1, College English 2, College English 3, College English 4) and oral English courses (i.e. Spoken English 1, Spoken English 2, Spoken English 3, Spoken English 4) will now onwards run across Semesters 1 to 4 to support students in their language proficiency.</p> <p>These additional courses do not form part of 240 ECTS workload of students, but are compulsory for IDEC students to further boost their English language proficiency and facilitate their learning experience.</p> <p>(b) Students are encouraged to actively participate in extracurricular activities, which are delivered in the English language, to further develop their language skills. For instance, at IDEC IELTS courses, for students as a Second Classroom activity are offered or alternatively students can join an English club which regularly meets so as to practice their English language skills in a relaxed and friendly setting. In addition, in this endeavour, students may participate in debates conducted in the English language.</p> <p>Please also note that as noted also by the EEC, next semester courses by EUC faculty will be delivered in person and as per EEC suggestion that will assist with writing and oral skills via interactions in classroom and through office hours to address students' needs.</p>
<p>2.2 Considering the regional Fujian interest in Digital Economy, there is an opportunity to consider how to best integrate local industry links and benefit the programme overall.</p>	<p>We embrace this recommendation and the following actions are taken to this effect:</p> <p>(a) An Advisory Board specific to this program (as per point 1 above) is being formed</p>

<p>Reflecting on the evaluation of the Cyprus based program, there is a clear strategy and approach to the engagement of the industries relevant to Electrical and Electronic Engineering in Cyprus and Europe, more broadly; this could be used as a model for the future engagement of this sector in Fujian.</p>	<p>(b) The development of a list/pool of local companies and industry experts who can benefit the program. This may be used to facilitate the flow of guest speakers in courses undertaken by both Minjiang and EUC faculty who instruct at IDEC, Minjiang University. For example, we have established student training bases in local companies such as Imperial Vision, Fujian Chaoxing Yunzhou Information Technology Co., Ltd., and Changwan Group.</p> <p>(c) This list of companies may also serve as a basis for collaboration in applied projects, either for specific courses, including internships and/or for the students' thesis.</p> <p>This strong network of collaboration may essentially benefit the program offered in Cyprus as well, as these collaborations in China may further enhance its international perspective.</p>
<p>2.3 IDEC can potentially reinforce even more the prospects that research brings not just in their learning journey but also as a future career option. The Electrical and Electronic Engineering started already very well on this path but more specific activities such as seminars, research-like student projects on emerging topics, etc. could be envisioned on a systematic basis for the future.</p>	<p>We thank the EEC for this recommendation. Consequently, to further motivate and enthuse our students for their future career, in addition to the applied projects (stated in 2c) we will create a yearly research forum for students of Year 2 onwards.</p> <p>The forum will commence with a presentation of the work-in-progress (research/papers) of selected IDEC instructors, followed by a discussion and potential participation in the research from students.</p>
<p>2.4 Considering the impact that distance can play in such a partnership, student feedback processes across delivery sites need to be formalised and streamlined more so that both sides can have reliable insights into how the delivery is going. Actions and changes need to be clearly communicated back to the students. The IDEC Teaching Management Workbook</p>	<p>In accordance with our student-centered approach, student feedback is considered vital. The following are additional to the efforts/support that each individual instructor and TA of the Department provides to each student, and their aim is for a timely and early enough diagnosis of issues in order to facilitate an effective, early intervention and enhance the students learning.</p> <p>More specifically, in line with the current practice at EUC, student feedback on their learning experience is and will be obtained every semester, for every course, through a structured questionnaire (named Student Feedback on their Learning Experience) administered online. Through the questionnaire the students provide their feedback on a series of encounters, i.e.</p>

<p>discussed might be a model that can help frame such discussions. In the future the two partners should consider processes to ensure the monitoring of student performance at each side and take actions as per necessary if there are significant differences.</p>	<p>with instructors, administration personnel, facilities and material that support each course (please see attached in Appendix I relevant policy)</p> <p>This information is currently reviewed by the program coordinator and department chair and the findings inform any changes at the level of instruction and course delivery. These findings will also inform the subsequent Program Evaluation Review (PER) process.</p> <p>To supplement the above process, the IDEC Teaching Management Workbook is currently developed, which will provide guidelines, rules and regulations for teaching and learning activities. An important part of this Workbook pertains to the procedure on student feedback. The Workbook will be reviewed and agreed upon by the two partners and is expected to be implemented in Spring 2023.</p> <p>Additionally, students' academic progress is monitored based on the Low GPA (Grade Point Average) Policy (please see attached in Appendix II the Policy) on a semester basis. Taking into consideration the ECTS load of each student and their semester GPA, Student Advisors at the Advising Centre of the Department of Enrolment come into communication with students to address issues and assist those with low GPA, by monitoring their academic path and discussing ways to improve performance. The same list of students with low GPA's reaches the Schools' program coordinators, Chairpersons, and Dean for their perusal. Each Department closely monitors and supports students with low GPA by following these procedures as these are described in the EUC Internal Regulation on Low GPA. These actions are additional to the efforts/support that each individual instructor of the Department provides to each student, and aim for a timely and early enough diagnosis of the phenomenon in order to facilitate an effective, early intervention and enhance the students learning. Moreover, high achievers are rewarded annually with Academic Excellence Scholarships and Certificates of Excellence (Deans' List).</p> <p>This low GPA Policy and the aforementioned monitoring process, is applied for both the Electrical and Electronic Engineering degree offered in Cyprus and China. Any significant discrepancies between the two sides will be documented by the program coordinators and remedial action will be discussed at the Program Committee Meetings.</p>
<p>2.5 As stated:        "...the teaching assistants have contributed to</p>	<p>We concur with the EEC's assertion that overreliance in Teaching Assistants should be avoided, since the main actor who supports the students is the instructor. It is therefore</p>



<p>significantly to the successful implementation of the program and should be commended". However, the first year of the program appears to be heavily reliant on these colleagues and thus, careful consideration needs to be given to their workload and the ratio of TA to students, which seems to follow international standards but may be vary across disciplines.</p>	<p>expected that upon return to the (physical) classroom context, the reliance on teaching assistants would be reduced. Hence, from the following semester, F2022, the teaching assistants' role would be limited to providing valuable help to effectively cope with cultural barriers (or language issues) and will be freed from a series of administrative duties.</p>
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**EEC Onsite follow up Review Comments (October 2023)**

The EEC finds the student-centred learning, teaching and assessment as a well-established process. The start of the programme needed a huge effort, which seems to be successfully dealt with the devoted academic and administrative staff. Post pandemic, the teaching has reverted to fully faced to face delivery and this was confirmed with meetings worth staff and students. The staff from IDEC are hugely committed and their commitment should be commended.

In particular, the students were very complementary of the support received by the professors and teaching assistants, who assisted students as much as possible when it came to learning in a second language. The teaching assistants have contributed significantly to the successful implementation of the program and should be commended.

From our meeting with the students, the students seem to be satisfied with the programme, they spoke well of the staff, the access to the equipment and all-round infrastructure offered within the Minjiang University.

**To note:** within the student meeting, many of the students demonstrated a good ability to communicate in English and they did with confidence. Being able to study in China and obtain a degree from a European University was considered an important aspect of the programme, not just because of the recognition that such a degree can bring, but also because studying on an international degree exposes the students to new ideas, ways of learning and cultures. The students felt that this was a strength of the program.

From our meetings with the administrators and academic staff, we hear that the teaching process is organised in a way that not more than a determined number of students attends the classes (e.g. 30 per class), which allows experimental work to be effective. The students seem motivated for study and they confirmed that they know to resolve study related or pastoral issues if any arose.

The students also spoke of the library and they confirmed that that they can find the suitable literature easily.

The assessment of study by students gives IDEC an important feedback loop for possible improvements of the teaching processes and related areas. This assessment is recognised as important by the staff, as the procedures for dealing with open issues are identified and acted upon.

The EEC acknowledges the practical oriented part of teaching showing the students the industry and the experimental and research work. These present a significant opportunity for students to embrace such connections between academic staff research and the curriculum taught; it was pleasing to hear that staff are exploring additional connections and relationships.

From the meetings with staff, it is clear that these engagements and approaches are developing positive results in terms of external recognition as several students works received awards when presenting the achievements nationwide

**Student competition participation & successes:**

- 6 national level competition awards, 10+ provincial level awards as of October 2023
- IDEC Media Lab provides venue, funding and guidance for student projects
- Student accomplishments assist in further studies and employment opportunities

There are clear opportunities within the local Digital Economy and it's important that these opportunities are nurtured and developed.

The EEC recommends that continued English language support for students is necessary. This is especially important in the first year in order to provide students with the language skills needed to make the most of the rest of their programme. As needed, continuation of support of enhancing the English language in the next years of study is recommended.

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Please select what is appropriate for each sub area:

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



### 3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC in <b>2022</b> from distance	Actions Taken by the Institution (in response to <b>2022</b> EEC)
<p>3.1 Considering the stage of the collaboration, the evidence provided with regards to the investment and commitment of both institutions, the EEC is satisfied with the human resources supporting the program.</p> <p>So far, teaching assistants have played a critical role in student learning and satisfaction. Going forward and as more students are recruited across the four stages of the programme, the two institutions should ensure that such overreliance is avoided, and more senior members of staff are recruited as per necessary.</p>	<p>We concur with the EEC’s assertion that overreliance in Teaching Assistants should be avoided, since the main actor who supports the students is the instructor. It is therefore expected that upon return to the (physical) classroom context, the reliance on teaching assistants would be reduced. Hence, from the following semester, F2022, the teaching assistants’ role would be limited to providing valuable help to effectively cope with cultural barriers (or language issues) and will be freed from a series of administrative duties.</p> <p>We also agree that there is a potential need in more qualified senior staff. In this regard, we are in the process of hiring more full-time and part-time senior academic staff, who will directly participate in the teaching, research, and student project supervision at IDEC.</p>
<p>3.2 More involvement of EUC staff in the recruitment of teaching assistants would have been welcome.</p>	<p>We also agree with this EEC’s recommendation and to this effect, the recruitment process for Teaching Assistants will be contacted online and will follow all EUC recruitment procedures, to enable the active involvement of EUC staff.</p>
<p>3.3 The EEC appreciates that most of the focus and attention has been invested in ensuring that the programme is organised and delivered in an effective manner. The EEC would expect that potential synergies between the two sides will inform efforts to bring more research and professional practice into the delivery of the programme.</p>	<p>As research is an important premise in the quality of our programs, we have spearhead such research collaboration amongst EUC and Minjiang University through the Conference on “The Digital Transformation: connecting best practices of Minjiang University &amp; European University Cyprus” which took place in 2022. As a result of this conference, a potential collaboration in the area of Information Communication Technology competencies is currently been explored between the two sides. These efforts are expected to mature with the actual visiting of EUC faculty at IDEC from Fall 2022.</p> <p>It is also expected that as the collaboration further cements that opportunities will be sought for joint calls for research proposals, either emanating from Cyprus, China or EU level.</p>

We also concur with the need to maintain a strong connection between research and course delivery. This is why there is a commitment that the faculty that instructs at the program has a strong research record in both basic and applied research.

In addition, given that the Electrical and Electronic Engineering programme is offered in Fuzhou, Fujian, China, which is a hub for digitalisation, as noted in point 2, our students may undertake course-specific projects and/or their undergraduate thesis with local companies. This will further cement their involvement in research and bring more research to the program delivery.

**EEC Onsite follow up Review Comments (October 2023)**

The EEC feel that the recruitment of teaching staff is appropriate and of a high standard. The overall breakdown is approx.. 60% to 40% that is 60% is formed by local teachers (approximately 60 % of teachers with mother language in Chinese) and 40% is categorised as foreign teachers (mostly coming from European University Cyprus).

Qualifications of teachers vary from professors and PhD holders to PhD students. Semester duration of 15 weeks is scheduled. These colleagues provide students with the essential component of the program that is the hands-on lab work to design and develop a solution to a real-life problem.

The Teaching Assistants (TA) help in the teaching process to reduce the social distance between teachers and students, they are used to resolve any misunderstanding in the delivery of the classes. Post pandemic, there balance of teaching is considered to be appropriate that is, the TA play a supportive experiential role in the delivery. The EEC confirm that the TA role is recognised as a valuable contribution to the improvement of the teaching process by staff and students.

The EEC finds the teaching staff are devoted to their work and highly supportive and engaged with the student learning. The teachers from European University Cyprus have a reduced weekly work load than at their home university, which can be an advantage for more time devoted to research part of the duties. Their devotion to travel for long term internationally is acknowledged and should be commended.

Given the programme is in the early years of its life, the development of immediate research results is challenging and unlikely. However, the EEC heard that several teachers have developed research projects and have written research publications. This is a proof that research runs in parallel with teaching, which is appreciated by the staff and students.

**Research Areas include:**

- A closed loop: perception and data collection
- Data communications, cyber security,
- Cloud storage,

- Intelligent processing and control.

### Research Outputs

- National, provincial and industrial projects, total funding: ~2.5M EUR
- Papers, patents, provincial level awards

If the research strategy per subject area is developed (5 year plan), this may be an advantage for the institution to maximise local opportunities for staff and students. In that sense, the proper balance between scientific publication and industry oriented projects is developed.

Some improvements in the research related to teaching can be seen in this direction to maximise the relations with industrial enterprises and the needs of the region ie Digital Economy.

The EEC recommends the English support for some teachers is provided in order to enhance the English speaking confidence when dealing with the teaching duties.

**Recommendation 2:** *EEC recommends the English support for some teachers is provided in order to enhance the English speaking confidence when dealing with the teaching duties*

**Recommendation 3:** *Develop a clear and concise research strategy per each subject area that addresses the period 2023 to 2028.*

**Recommendation 4:** *The EEC heard of the developing agenda in the connection with industry – enterprise is a key function of the economy. In parallel with the research agenda, consider what the enterprise agenda looks like for the institution (in particular how to maximise the links into the Digital Economy). Maximise the opportunities of the region and thus for the students.*

Please select what is appropriate for each sub area:

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

#### 4. Student admission, progression, recognition and certification

(ESG 1.4)

Areas of improvement and recommendations by EEC in <b>2022</b> from distance	Actions Taken by the Institution (in response to <b>2022</b> EEC)
<p>4.1 The EEC notes that in the first year recruitment was small scale and regionally restricted. As recruitment opens up and number of students admitted IDEC will need to adjust to the increasing demands. The first two years of delivery offer an opportunity to adjust practices and processes so that by the time that the programme runs at full capacity any potential issues and risks are minimised.</p>	<p>Indeed, we constantly monitor the program delivery through the established quality assurance processes and mechanisms to, not only identify but also predict potential risks and issues. Such processes and mechanisms include, but are not limited to:</p> <ul style="list-style-type: none"> <li>➤ Close collaboration between the two program coordinators. In particular, specific online meetings, will be arranged at predetermined time periods. For instance, at the beginning of the semester, to review midterm performance; and following the Final exams to assess the overall performance of students and compare results across the two sites.</li> <li>➤ Close collaboration between the instructors and the program coordinators. This collaboration aims to proactively handle operational issues as well as to effectively deal with the challenges faced during the semester and ways of overcoming them. Such issues include for example, the review of Course Outlines, the monitoring of students' performance across courses and collaboration in revising, where necessary, course syllabi.</li> <li>➤ Close collaboration between instructors and teaching assistants.</li> <li>➤ Streamline and automate processes and leverage technology to this effect</li> <li>➤ The Student Feedback on their Learning Experience Survey per course, per semester.</li> <li>➤ The establishment of a program-specific Advisory Board</li> <li>➤ The Program Committee Meetings and the PER process</li> <li>➤ Maintain student-to-faculty ratio to ensure a high level of teaching quality.</li> </ul>
<p><b>EEC Onsite follow up Review Comments (October 2023)</b></p> <p>The EEC observed that there are policies and mechanisms in place that ensure that students develop, progress and are being recognised for their achievements. Such policies are made clear to the students from the outset in published guidelines by the department and programme. In the IDEC context, such policies also apply and have been followed since the beginning of the programme.</p>	

The first years of the student program recruited an acceptable number of students within the approved and quota of the Chinese Ministry of Education. Total numbers are distributed across the four programme (based on demand) and the Joint Institute has a max of 300 students per intake.

Numbers for the programme(s):

Cohort	Marketing & Digital Communication	Graphic Design	Computer Engineering	Electrical & Electronic Engineering	TOTAL
2021	52	45	48	42	187
2022	83	79	56	61	279
2023	57	84	67	66	274

In the case of this programme the intake numbers are growing and showing a positive increase year on year, reflecting well on the strategy to offer the subject area and external interest in the field of study.

The EEC notes that in the first year recruitment was small scale and regionally restricted. It is pleasing to see that as the recruitment has opened up in China, the number of students admitted has increased and IDEC are close to achieving their target quota.

From discussions with staff and students, the EEC feel confident that IDEC have adjusted their professional support capacity to the increasing demands of increased student numbers. The initial years of a new programme delivery offer an opportunity to adjust practices and processes so that by the time that the programme runs at full capacity any potential issues and risks are minimised, the EEC feel that IDEC have adjusted and adapted well.

From discussions with academic and administrative staff, the progression between the years remain very high at almost 100% continuation. This is unusual within a HE context. However, the EEC draws or implies no negative conclusion on this figure; these figures should be celebrated as a example of good practice i.e. that a strong learning environment has been established with the partnership and indicates that the level of study (direct teaching and student support) is such that everyone can achieve the study goals.

Students, after finishing the study, are better prepared for the jobs offered in the market compared to their colleagues, who do not study in foreign language. The employment opportunities and the carrier development seem to be promising for them either to get a job or to continue to study on master level.

Students have not graduated yet as the study has just started years ago and the first year of students will finish the study after 4 years within the study programme.

**Recommendation 5:** *Student progression rates are exemplary, such high percentages are unusual in a HE setting. Academic and administrative teams to review rates regularly and assess the interventions made to ensure the rates remain high.*

Please select what is appropriate for each sub area:

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



## 5. Learning resources and student support

(ESG 1.6)

Areas of improvement and recommendations by EEC in <b>2022</b> from distance	Actions Taken by the Institution (in response to <b>2022</b> EEC)
<p>Where different systems or processes for accessing resources are in place, it may worth considering how to streamline them so that the experience becomes more seamless and overheads for end-users are minimised. Specifically for Electrical and Electronic Engineering, the students should be even more attracted into research- or application-like type of projects, interconnecting Electrical and Electronic Science with other disciplines or programmes of the University.</p>	<p>We agree with the EEC’s suggestion that a streamlined experience for accessing resources across different systems is necessary. We therefore provide IDEC students an EUC universal access point for common learning resources (e.g. general academic affairs, library, and electronic learning resources) called My EUC Login by using their EUC email and password.</p> <p>In addition, IDEC Student Science and Technology Innovation Centre will commence operations in the second half of 2022 to provide support for student participation in research- and application-oriented projects. The Centre will provide students with lab place and necessary equipment, such as desktop workstations, oscilloscopes, signal generators, and development boards. Also, supervision from members of teaching staff will be provided.</p>
<p><b>EEC Onsite follow up Review Comments (October 2023)</b></p> <p>Teaching process is conducted partially in large student rooms, which are well equipped and convenient for teaching environment. Some rooms offer a large number of high-speed computers (processors i7), which are essential for particular study programme.</p> <p><b>Specific programme related resources include:</b></p> <ul style="list-style-type: none"> <li>• 2 provincial level research labs, ~2000 square meters</li> <li>• Supercomputing Facility (48 CPU+52 GPU nodes), 5G-Frequency Shielding Room, Omron LD-Series Autonomous Mobile Robots, Faro Focus S350 Laser Scanner,</li> <li>• BioSemi ActiveTwo EEG System, Phantom Miro LAB310 High Speed Camera</li> <li>• Media Lab to be used for SENIOR PROJECT collaboration between EUC &amp; MJU</li> </ul> <p>This offers a good standpoint for efficient study progress and the investment in kit and technology has been well made.</p> <p>A huge library with 2 million of items (including 50 000 items in English language) is available to students. And the library will soon move to a larger building with twice larger area and will offer a more contemporary learning environment for future students.</p>	

Within the IDEC Student Science and Technology Innovation Centre that was opened in 2022, the EEC were able to see a range of new investments and resources that included laboratories with state-of-the-art equipment are available to students from different fields to integrate their theoretical knowledge with practical work as it is conducted in the industry.

The EEC acknowledge the considerable investments (personal and financial) in the partnership – both by European University Cyprus and Minjiang University – in support of the IDEC partnership.

Senior leaders of the programme and IDEC are fully aware of their important leadership role and manage the partnership in a very well placed manner. All the students live on the university campus, so they fully experience the student life. Such a environment stimulate the learning interests and helps in optimisation of the student time. EU staff also live on campus and have reported that they enjoy the opportunity of on campus life.

Student office offers support for students related to administrative matters. Teachers offer weekly open hours for individual discussions and conversations on the open issues and the students are aware of those and they actively use them sometimes. Additional, other staff are focused on student support from a pastoral basis and this seems to be working well.

The EEC can conclude that teaching and learning resources are well established, which include physical resources. Human resources and student support seems acceptable.

**Recommendation 6:** *for the IDEC partnership to constantly review the infrastructure and resources provided to ensure the standard (i.e. the currency of resource) and scale of facilities (ie the physical number of kit/ resources available to students) are appropriate as the student numbers increase and/or technology develops.*

Please select what is appropriate for sub area:

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

## 6. Conclusions and final remarks

<b>EEC Conclusions and final remarks of 2022 EEC (conducted by distance)</b>	<b>Final remarks by the Institution to the 2022 EEC review</b>
<p>The Department of Computer Science and Engineering of European University Cyprus wishes to express sincere gratitude to the External Evaluation Committee (EEC) for evaluating the Electrical and Electronic Engineering B.Sc. to be offered at the Minjiang University-European University Cyprus “International Digital Economy College.</p> <p>It is with great appreciation that the Department and the School of Sciences noted the positive feedback of the EEC; we carefully considered their insightful recommendations. The Committee's recommendations further allowed us to improve the program's quality and implementation at Minjiang University.</p> <p>In the previous pages, we addressed in detail all recommendations for improvement suggested by the EEC. We provided relevant information and described actions taken to ensure that our Electrical and Electronic Engineering program is of high quality and has considerable impact at Minjiang University and the region. In responding to the summative remarks of the EEC, we note here as well that:</p> <ul style="list-style-type: none"> <li>• Teaching Assistants: upon return to the (physical) classroom context, the reliance on teaching assistants would be reduced. Hence, from the following semester, Fall 2022, the teaching assistants' role would be limited to providing valuable help to effectively cope with cultural barriers (or language issues) and will be freed from a series of administrative duties Please see more in section 3.1).</li> <li>• Student Feedback: in line with the current practice at EUC, student feedback on their learning experience is and will be obtained every semester, for every course, through a structured questionnaire (named Student Feedback on their Learning Experience)</li> </ul>	<p>The EEC has provided enthusiastic and constructive feedback on the Electrical and Electronic Engineering programme (4 academic years, 240 ECTS, Bachelor). This programme appears to be well consolidated and benefiting for a balanced team of high-quality complementary Faculty staff.</p> <p>The report outlines the key findings, highlights areas of strength and proposes actions to improve things further. We hope that the feedback provided in a constructive manner will drive priorities for future developments of the collaboration and help underpin a positive teaching and research experience for all stakeholders.</p> <p>The following are summative remarks that draw on the earlier recommendations; these are not hierarchical nor replace the recommendations within the individual sections of the report:</p> <p>The Administration colleagues from EUC have worked very effectively in support of the parentship and their oversight and diligence should be noted.</p> <p>The EUC academic staff should be applauded for their professionalism and commitment to the partnership. They have engaged fully in the setup phase and have demonstrated their ongoing commitment to IDET through their willingness to spend significant periods of time in China. This points to a highly successful collaboration.</p> <p>o (One question aside from the evaluation visit is whether EUC should explore the tax status of such colleagues that is if EUC staff are spending 12+ weeks in China)</p> <p>The Teaching Assistants play a pivotal role and their contributions should be commended.</p>

administered online. Through the questionnaire the students provide their feedback on a series of encounters, i.e. with instructors, administration personnel, facilities and material that support each course (please see more in section 2.4).

- In-sessional English language support: three measures have been taken to address this issue. More importantly, additional English language courses (i.e. College English 1, College English 2, College English 3, College English 4) and oral English courses (i.e. Spoken English 1, Spoken English 2, Spoken English 3, Spoken English 4) will now onwards run across Semesters 1 to 4 to support students in their language proficiency (please see more in section 2.1)
- The opportunity to visit Minjiang University in person: EUC and Minjiang University are looking forward to a follow-up visit of the EEC when the circumstances allow this.

As a final note, we would like to say that we found the EEC's candid discussions a constructive learning process. We all believe this review was a positive experience, and we were provided with critical input on moving forward effectively. We have thoroughly reviewed the findings, strengths, and areas of improvement indicated by the EEC following its review and attempted to respond to each item precisely and succinctly. By embracing the EEC's comments and suggestions, we are convinced that our program will effectively ensure its students' learning outcomes and its best quality and implementation at Minjiang University.

Consideration should be given to their future engagement and their career progression.

Student feedback and course evaluation processes across delivery sites need to be formalised and streamlined more so that both sides can have reliable insights into how the delivery is going. Actions and changes need to be clearly communicated back to the students.

During the meeting with students it was evident that in-sessional English language support is necessary. This is especially important in the first year in order to provide students with the language skills needed to make the most of the rest of their programme.

Being able to study in China and obtain a degree from a European University was considered an important aspect of the programme. The students felt that this was a strength of the program and should be regarded as a USP.

Due to the on-going pandemic restrictions, the EEC did not have the opportunity to visit Minjiang University in person. It may be useful to evaluate such resources and services in-person when the opportunity arises.

The EEC would like to take this opportunity and thank the CYQAA coordinator for managing the process both efficiently and effectively.

Finally, once more, should the Cyprus Agency of Quality Assurance and Accreditation in Higher Education require any clarifications with regards to the points raised in the report, the EEC remains at the Agency's disposal.

### EEC Onsite follow up Final Review Comments (October 2023)

The EEC panel thank the staff from both universities in fully engaging in the EEC review. In short we are confident that the IDEC partnership is well established and is operating well. Staff are committed and invested in the academic culture and are ambitious for their students.

The senior level discussions with colleagues from IDEC (including colleagues from European University of Cyprus and Minjiang University) provided reassurance that previous actions and recommendations have been acted upon and taken forward.

Furthermore the EEC held meetings with Department Chairs/Programmer coordinators and against the EEC found these meeting and staff responses very reassuring. These individual programme presentations provided additional reassurance that individual actions have been taken.

In addition, the EEC held meetings with academic staff, current students and administrative staff. Also, the EEC were able to tour the specific programme facilities relevant to Electrical and Electronic Engineering and wider university resources.

The University of Minjiang has invested in a bespoke building for the IDEC partnership and also provided additional facilities that are impressive in their scale and ambition.

We note the following overarching specific aspects:

- *Considerable investment (personal and financial) in the IDEC partnership – both by European University of Cyprus and Minjiang.*
- *Senior leaders to be commended for their leadership and foresight in the development of the partnership.*
- *EUC academic staff to be noted for their commitment in time spent in China and their ambitions and positivity for the partnership. Staff to be commended*
- *Around very supportive staff and students in the partnership and opportunities of now and for the future*
- *Students were engaging and confident in their language and have real ambitions for future studies.*
- *Alignment of Systems: demonstrated collaboration across*
- *Student engagement is very positive*
- *Research engagement is developing – presentations spoke of joint papers / projects – and we hear of a developing strategy for this.*

### **Broad reflection on the individual sections of this report:**

#### **Section 2: Student-centred learning, teaching and assessment**

EEC finds the student centred learning, teaching and assessment as a well established process. Students seem to be satisfied with the programme, with the equipment and infrastructure. The students seem motivated for study and know, how to resolve open issues if any.

EEC acknowledges the practical oriented part of teaching showing the students the industry and the experimental and research work, which is possible for students. Apparently, the results of those activities are very positive as several students works received awards when presenting the achievements nationwide.

#### **Section 3: Teaching Staff**

Teaching staff is formed by local teachers and foreign teachers. Qualifications of teachers vary from professors and PhD holders to PhD students.



The Teaching Assistants help in the teaching process to reduce the social distance between teachers and students. This way of helping the students is recognised as a valuable contribution to the improvement of the teaching process.

#### **Section 4: Student admission, progression, recognition and certification**

Student admission and the related processes and criteria are clear. Student progression and recognition are acceptable. We can conclude that teaching and learning resources are well established, which include physical resources. Human resources and student support seem to be at acceptable levels.

#### **Section 5: Learning resources and student support**

Teaching process is conducted partially in large student rooms, which are well equipped and convenient for teaching environment. Some rooms offer a large number of high-speed computers (processors i7), which are essential for particular study programme. This offers a good standpoint for efficient study progress and the investment in kit and technology has been well made.

#### **Recommendations to Institution:**

**Recommendation 1:** *EEC recommends that continued English language support for students is necessary. This is especially important in the first year in order to provide students with the language skills needed to make the most of the rest of their programme. As needed, continuation of support of enhancing the English language in the next years of study is recommended.*

**Recommendation 2:** *EEC recommends the English support for some teachers is provided in order to enhance the English speaking confidence when dealing with the teaching duties.*

**Recommendation 3:** *Develop a clear and concise research strategy per the Electrical and Electronic area that addresses the period 2023 to 2028.*

**Recommendation 4:** *The EEC heard of the developing agenda in the connection with industry – enterprise is a key function of the economy. In parallel with the research agenda, consider what the enterprise agenda looks like for the institution (in particular how to maximise the links into the Digital Economy). Maximise the opportunities of the region and thus for the students.*

**Recommendation 5:** *Student progression rates are exemplary, such high percentages are unusual in a HE setting. Academic and administrative teams to review rates regularly and assess the interventions made to ensure the rates remain high.*

**Recommendation 6:** *for the IDEC partnership to constantly review the infrastructure and resources provided to ensure the standard (currency of resource) and scale of facilities (physical number of kit/ resources available to students) are appropriate as the student numbers increase and/or technology develops.*



## Signatures of the EEC

Name	Signature
Prof. dr. Marko Čepin, 29. 10. 2023	
Prof. dr. David MCGravie, 29. 10. 2023	

**Date:** 29. 10. 2023