

Doc. 300.1.2

Date: 4 June 2019

Higher Education Institution's response

- **Higher education institution:**

Frederick Institute of Technology

- **Town:** Limassol, Cyprus

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

In Greek: Τεχνικός Οχημάτων (2 Έτη, 120 ECTS, Δίπλωμα)

In English: Automotive Technician (120 ECTS, 2 years, Diploma)

- **Language of instruction:** Greek

- **Programme's status**

New programme:

.....√.....

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].

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

(ESG 1.1, 1.2, 1.8, 1.9)

Findings

The programme under consideration is already being run at the Institute’s Nicosia campus. The quality assurance procedures and support are already successfully supporting other courses at the Limassol campus, and these structures will be used to support the proposed Automotive Technician Diploma.

The programme of study and the learning objectives are established and are appropriate to the course proposed.

The public information material developed for the Nicosia campus will be used with relevant modifications for the Limassol campus.

Strengths

The study programme is based on a balanced approach on 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 benefits from support coming from the FIT Nicosia campus and Frederick University, particularly through the involvement of experienced senior staff members Low student/staff ratio will permit appropriate student supervision, mentoring both for lectures and for internship

The course material is established and has been proven to be fit for purpose

Areas of improvement and recommendations

None noted

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	10
1.2	The guide and / or the regulations for quality assurance provide the adequate information and data for the support and management of the programme of study for all the years of study.	10
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	10
1.3.2	The programme webpage information and material	9
1.3.3	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	10
1.3.4	The procedures for the conduct and the format of the examinations and for student assessment	10
1.3.5	Students' participation procedures for the improvement of the programme and of the educational process	10
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.	10
1.5	The following ensure the achievement of the programme's purpose, objectives and the learning outcomes:	
1.5.1	The number of courses	10
1.5.2	The programme's content	10
1.5.3	The methods of assessment	9
1.5.4	The teaching material	9
1.5.5	The equipment	10
1.5.6	The balance between theory and practice	9
1.5.7	The research orientation of the programme	9
1.5.8	The quality of students' assignments	9

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.	9
1.8	The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.	9
1.9	New research results are embodied in the content of the programme of study.	9
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.	9
1.13	The learning outcomes and the content of the courses are consistent.	9
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.	9
1.15	The higher education qualification awarded to the students corresponds to the purpose, objectives and the learning outcomes of the programme.	9
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.	9
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.	9
1.22	The teaching methodology is suitable for teaching in higher education.	9

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

Provide information on:

1. *Employability records* - **not applicable, but the business case presented was sound**
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 - ***This appears to be consistent with a programme of this type and level***

Please circle one of the following for:

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)

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. Input from the higher degrees and research at Frederick University was seen to enhance the teaching, for example CFD work from research was used to provide visual contextualisation of the operation of injectors for the Diploma students.

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

Qualitative feedback was provided to students to assist them in understanding where their knowledge was lacking

Support for the programme from senior university professors, in particular the relevant research advising the teaching.

The knowledge and experience of the extensive staff involved in the programme. The combination of practical and theoretical contents The small class sizes.

The use of internship to develop practical skills

Areas of improvement and recommendations

Recommend the adoption of innovative pedagogical methods

1. *Υιοθετούμε την υπόδειξη της ΕΕΑ για εισαγωγή καινοτόμων παιδαγωγικών μεθόδων στη διδασκαλία του προγράμματος και λαμβάνονται άμεσα δράσεις προς αυτή την κατεύθυνση.*

Συγκεκριμένα, το Frederick Institute of Technology στην αρχή του κάθε ακαδημαϊκού έτους προγραμματίζει σειρά παιδαγωγικών σεμιναρίων τα οποία απευθύνονται κυρίως σε

νέους διδάσκοντες και επισκέπτες ώστε να εξοικειωθούν με τις διαδικασίες και τον τρόπο διδασκαλίας στο Ίδρυμα. Τα συγκεκριμένα σεμινάρια θα διευρυνθούν και ενισχυθούν για όλο το διδακτικό προσωπικό καλύπτοντας την απόκτηση δεξιοτήτων για αξιοποίηση τεχνολογίες πληροφορικής και επικοινωνιών. Επιπλέον προγραμματίζονται σεμινάρια για τη χρήση της ηλεκτρονικής πλατφόρμας που παρέχεται καθώς και τους τρόπους αύξησης της χρήσης ειδικά σε σχέση με την παροχή τριτοβάθμιας εκπαίδευσης σε προγράμματα τεχνικών

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
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.	9
2.5	Constructive formative assessment for learning and feedback are regularly provided to the students.	9
2.6	The assessment system and criteria regarding student course performance are clear, adequate, and known to the students.	9
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.	8
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.	9
2.11	The programme promotes students' research skills and inquiry learning.	9
2.12	Students are adequately trained in the research process.	9

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.

2. Υιοθετώντας την εισήγηση της Εξωτερικής Επιτροπής Αξιολόγησης, έχουμε προχωρήσει σε επιπρόσθετες παραγγελίες βιβλίων με σκοπό τον εμπλουτισμό της βιβλιοθήκης με πιο πρόσφατη βιβλιογραφία. Επίσης, το Frederick Institute of Technology διαθέτει συνδρομή στη βάση δεδομένων ProQuest, όπου οι φοιτητές έχουν πρόσβαση σε πέραν των 170,000 επικαιροποιημένων ηλεκτρονικών βιβλίων και περιοδικών. (Βλέπε Παράρτημα 2 – Παραγγελίες βιβλίων).

Σημειώνεται επίσης ότι στις διαδικασίες διασφάλισης ποιότητας του FIT οι οδηγοί σπουδών των προγραμμάτων σπουδών αξιολογούνται και επικαιροποιούνται σε εσωτερική διαδικασία κάθε δύο έτη, κάτι που περιλαμβάνει και την ενημέρωση με νέες αναφορές σε βιβλία και εκπαιδευτικό υλικό.

Please circle one of the following for:

Teaching, learning and student assessment

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

3. Teaching Staff (ESG 1.5)

Findings

The ratio of full time members of teaching staff involved to the total is approximately 86%. Most of the teaching staff have a PhD degree and all are given training in teaching as part of their induction at the Institute. Continuing Professional Development is also strongly encouraged.

Strengths

The breadth and depth of both practical and teaching experience across the staff.
Visiting teaching staff with practical experience.
The very small number of students per class

The extensive research in the subject area informing the teaching The feedback from the students regarding each module

Areas of improvement and recommendations

Ensuring that teaching staff stay abreast of innovative pedagogical advances

3. Παρακαλώ δείτε απάντηση σημείου 1

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.	10
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	9
3.2.2	Research and Publications within the discipline	10
3.2.3	Experience / training in teaching in higher education	10
3.3	The programme attracts visiting professors of recognized academic standing.	9
3.4	The specialisations of visiting professors adequately support the programme of study.	9
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.	10
3.7	The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality.	10
3.8	The teaching load allows for the conduct of research and contribution to society.	9
3.9	The programme's coordinator has the qualifications and experience to coordinate the programme of study.	9
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.	9

3.11	The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.	9
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 teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies. Further efforts are recommended on this aspect, particularly in advanced pedagogical techniques.		

4. Παρακαλώ δείτε απάντηση σημείου 1

Provide information on the following:	
In every programme of study the special teaching staff should not exceed 30% of the permanent teaching staff. - The proportion of special teaching staff is well below the 30% limit.	

Please circle one of the following for: Teaching Staff

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

4. Students (ESG 1.4, 1.6, 1.7)

Findings

The appropriate policies and procedures for student admission, progression, recognition and certification are in place, as they are already used for the same course at the Nicosia campus. The student support mechanisms are extensive, including pastoral and academic support

Strengths

Exemplary policies, procedures for student admission, progression, recognition and certification are in place through the existing FIT and Frederick University structures.

Areas of improvement and recommendations

None

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
4.4	Students' participation in exchange programmes is compared favourably to similar programmes across Europe.	N/A
4.5	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	10
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.		

Please circle one of the following for:

Students

Non-compliant

Partially compliant

Substantially compliant

Fully compliant

Resources (ESG 1.6)

Findings

The resources available at Limassol have been based on the FIT experience from running the course in Nicosia. Facilities have been duplicated, although the workshops are at a distance from the campus as they are shared with another institution. All facilities are state of the art and appear to be regularly updated.

Strengths

The link with the Frederick University and the access to their facilities.
The range and standard of workshop equipment available to the students.

Areas of improvement and recommendations

Teaching materials need to be regularly reviewed and updated.

5. Παρακαλώ δείτε απάντηση σημείου 1 και σημείου 2

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.	10
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.	10
5.5	Student welfare services are of high quality.	10
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.	9
5.9	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.	10

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
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <ul style="list-style-type: none"> 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 		

6. Παρακαλώ δείτε απάντηση σημείου 2

Please circle one of the following for: Resources

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

B. Conclusions and final remarks

These comments and remarks are based on the information available at the time of the accreditation.

The programme under consideration is already being run at the Institute's Nicosia campus. The quality assurance procedures and support are already successfully supporting other courses at the Limassol campus, and these structures will be used to support the proposed Automotive Technician Diploma. The programme of study and the learning objectives are established and are appropriate to the course proposed.

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, such as use of online resources to support the learning. The adoption of innovative pedagogical methods is recommended.

7. Παρακαλώ δείτε απάντηση σημείου 1

Input from the higher degrees and research at Frederick University was seen to enhance the teaching. 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.

The ratio of full time members of teaching staff involved to the total is approximately 86%. Most of the teaching staff have a PhD degree and all are given training in teaching as part of their induction at the Institute. Continuing Professional Development is also strongly encouraged. This level of commitment to the teaching of the programme is to be commended.

Exemplary policies, procedures for student admission, progression, recognition and certification are in place through the existing FIT and Frederick University structures. The experience of the staff in this area is clear, and the resources available are sufficient to cover both campuses.

The resources available at Limassol have been based on the FIT experience from running the course in Nicosia. Facilities have been duplicated, although the workshops are at a distance from the campus as they are shared with another institution. All facilities are state of the art and appear to be regularly updated. However, teaching materials need to be regularly reviewed and updated, particularly reading lists.

In conclusion, the programme as proposed is considered to be compliant with the requirements with only minor improvements needed.

Θέλουμε να ευχαριστήσουμε την Επιτροπή για τα θετικά τις σχόλια και πρωτίστως για τις εποικοδομητικές προτάσεις της για βελτιώσεις, τις οποίες υιοθετούμε και μας είναι πολύ χρήσιμες.

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Δρ Παύλος Μαυροματίδης	Ακαδημαϊκός Διευθυντής	

Date: 05/06/2019