

Doc. 300.1.2

## Higher Education Institution's Response

Date: Date.

- **Higher Education Institution:**  
Intercollege
- **Town:** Nicosia
- **Programme of study**  
**Name (Duration, ECTS, Cycle)**

**In Greek:**

Τεχνικός Μηχανολογικών Εγκαταστάσεων  
(2 Έτη/120 ECTS, Δίπλωμα)

**In English:**

Mechanical Installation Technician  
(2 Years/120 ECTS, Diploma)

- **Language(s) of instruction:** Greek
- **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].**

## 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 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2<sup>nd</sup> column of each table, the HEI must respond on the following:*
  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in \*.pdf format and named as annex1, annex2, etc.*

## 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	Actions Taken by the Institution	For official use Only
<p>Introducing fundamental physics topics in the first semester (mainly elements of solid mechanics and the strength of materials as well as fluid mechanics) would allow to reduce the theoretical part of several courses in the following semesters. This could have the form of introducing elements of Fluid Mechanics and Solid Mechanics in MTECH 120, and the Strength of Materials in MTECH 100</p>	<p>We agree with the committee that fundamental physics topics should be included in the first semester especially the elements of solid mechanics and the strength of materials as well as fluid mechanics.</p> <p>Solid Mechanics and Strength of Materials are incorporated within MTECH-120: Mathematics while Fluid Mechanics are incorporated within MTECH-155: Hot and Cold Water Plumbing Systems along with their corresponding learning outcomes.</p> <p>See <b>APPENDIX I: Amended Courses Syllabi &amp; Names</b></p>	<p>Choose an item.</p>
<p>Some course names do not adequately reflect their scope and content. For example, MTECH 255 (Theory of specialized plumbing systems) would more suitably called Principles of specialized plumbing systems; similarly, MTECH 270 can be named Principles and Installation of PVs / LPG systems etc</p>	<p>We agree with the recommendation of the committee, thus the MTECH-255: Theory of Speculated Plumbing Systems is renamed to MTECH-255: Principles of Specialized Plumbing Systems while the MTECH-225: Theory and Installation of LPG &amp; LNG Systems and MTECH-270: Theory and Installation of Photovoltaics Systems are renamed to MTECH-225: Principles and Installation of LPG &amp; LNG Systems and MTECH-270: Principles and Installation of Photovoltaics Systems respectively.</p> <p>See <b>APPENDIX I: Amended Courses Syllabi &amp; Names</b></p>	
<p>MTECH 230 should contain the main renewable sources applicable in Cyprus (solar, thermal, geothermal, wind) and MTECH 270 should exclusively deal with PVs (remove course objectives on wind and geothermal energy)</p>	<p>We agree with the committee's comment. The course content of MTECH-230: Renewable Energy Sources and the Environment (Solar Thermal, Geothermal) is enriched with Wind Systems while the content of MTECH-270: Principles and Installation of Photovoltaic Systems has been modified only to Photovoltaic Systems.</p> <p>See <b>APPENDIX I: Amended Courses Syllabi &amp; Names</b></p>	

<p>The committee strongly encourages including elective courses, if the program resources would enable this</p>	<p>While many traditional four-year degree programs offer a wide range of elective courses that allow students to explore different areas of interest, two-year diploma programs are typically more focused. This is because the goal of these programs is to equip students with the skills and knowledge needed to enter a specific profession, rather than provide a broad-based education.</p> <p>In addition, the time constraints of a two-year diploma program mean that there is simply not enough time to include many elective courses. These programs are typically very intensive, with students completing a large amount of coursework in a relatively short amount of time. Adding additional courses would require either extending the duration of the program or reducing the depth of coverage in other areas, neither of which is desirable.</p> <p>Furthermore, the implementation of elective course in a course with relatively small number of students will impact negatively the viability of the program.</p>	
<p>Finally, the committee recommends following a single format for the course's description</p>	<p>We agree with the suggestion of the committee and all course descriptions follow a single format.</p>	



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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
No recommendations		Choose an item.

### 3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For official use Only
<p>The programme coordinator has a very heavy teaching load in addition to the coordination duties. Although contingency actions were presented to the committee during evaluation in verbal, the committee recommends elaborating and formalising such plans in the course documentation. At least a pool of available teaching staff related to the topics should be identified to support him in the case of a need. It is recommended that teaching staff regularly updates their CVs focusing on professional achievements.</p>	<p>We agree with the committee’s comment. For this reason, the courses of MTECH-255 and MTECH-215 are being reallocated to Mrs. Eliza Vassiliou and Mr. Demetris Hadjigeorgiou respectively. Thus, the teaching load of the program’s coordinator is being reduced.</p> <p>See <b>APPENDIX II: Amended Tables 3 &amp; 4</b></p> <p>As to the faculty CVs’, the faculty will proceed with regular updates within every academic year as recommended.</p> <p>See <b>APPENDIX III: Faculty CVs</b></p>	<p>Choose an item.</p>
<p>Enhancing participation in EU programmes will keep updated laboratory facilities as well as the competences of staff.</p>	<p>The Institution already provides dedicated time release to all full-time faculty members and other incentives to promote research. Our full-time lecturers can participate to Erasmus mobility activities through the Erasmus + Staff mobility, such as courses and training, job shadowing and preparatory visits</p>	



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

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For official use Only
There are no female students in the programme. Therefore, institutional efforts to correct this situation must be enhanced, even if respective professional sector is traditionally dominated by male technicians, according to the programme personnel	We agree with the committee's comment. Even though the specific program is male-dominated, the College focuses in promoting the program to all genders with equal learning opportunities and professional development.	Choose an item.



## 5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
Textbooks recommended in most courses are outdated and should be modernized	<p>We agree with the committee's comment. Books included in core subjects of the programme have been modernized to the level possible always according to Greek textbooks' availability.</p> <p>See <b>APPENDIX IV: Updated Textbooks</b></p>	Choose an item.
Technical handouts from equipment manufacturers should be also suggested and made available to the students as additional teaching materials	<p>We agree with the committees' comment. Technical handouts will be suggested and made available to the students according to the specific topic being taught during the practical/laboratory training.</p>	
In order to increase the number of students, programme leadership should implement systematic promoting within the society in cooperation with relevant professional associations	<p>The college systematically promotes the Mechanical Installation diploma within the broader society. We are committed to raising awareness about the program's significance and the rewarding career opportunities it opens up in the field of mechanical installations. Moreover, our college has forged strong alliances and collaborations with relevant professional associations, fostering a dynamic partnership that ensures the curriculum remains updated and aligned with industry demands. This cooperation not only enriches the learning experience for our students but also guarantees that they are equipped with the latest knowledge and skills required to excel in their chosen profession. This cooperation includes amongst others <b>The Mechanical &amp; Electrical Contractors Association of Cyprus, The Cyprus Mechanical Engineers Association, The Association of Mechanical &amp; Electrical and Energy Consulting Engineers</b> as well as <b>The Department of Electrical and Mechanical Services-Cyprus</b>. Through this comprehensive approach, we aim to produce competent and well-rounded professionals who will contribute significantly to this sector and make a positive impact on society at large.</p>	



## 6. Additional for doctoral programmes (ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For official use Only
N/A	N/A	Choose an item.
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## 7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For official use Only
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## B. Conclusions and final remarks

Conclusions and final remarks <b>by EEC</b>	Actions Taken by the Institution	For official use Only
Updating of textbooks for most of the courses	<p>As mentioned above, we agree with the committee's comment. Many of the textbooks have been modernized to the level possible always according to the Greek textbook availability.</p> <p>See <b>APPENDIX IV: Updated Textbooks</b></p>	Choose an item.
Streamlining of courses to minimise overlaps in their curricula	<p>All appropriate changes has been based according to the committee's comments in Section 1. These changes are available in</p> <p><b>APPENDIX I: Amended Courses Syllabi &amp; Names</b></p>	
Updating of personnel CVs to better reflect their capacities as well as to improve the credibility of the programme	<p>As mentioned in Section 3, the faculty will proceed with regular updates within every academic year as recommended.</p> <p>The Faculty CVs are available in <b>APPENDIX III: Faculty CVs</b></p>	



### C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
<b>Kyriacos Patsalides</b>	Director of Academic Affairs	
<b>Giorgos Filippides</b>	Program Coordinator	

**Date:** 10/08/2023

