Doc. 300.1.2

Date: 17/12/2021

07.14.318.045

Higher Education Institution's Response

Conventional-face-to-face programme of study

- **Higher Education Institution:**
  Frederick University
- **Campus: Nicosia**
- **School: Engineering**
- **Department / Sector: Electrical Engineering, Computer Engineering and Informatics**
- **Programme(s) of study under evaluation Name (Duration, ECTS, Cycle)**

Programme

In Greek:

Μηχανική Ηλεκτρολογίας (4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο (BSc))

Κατεύθυνση:

1. Γενική
2. Ανανεώσιμες Πηγές Ενέργειας και Αειφόρα Ενεργειακά Συστήματα

In English:

Electrical Engineering (4 academic years, 240 ECTS, Bachelor (BSc))

Specialization:

1. General
2. Renewable Energy Sources and Sustainable Energy Systems

Language(s) of instruction: English

Programme's Status: Currently Operating

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.300.3.1) must justify whether actions have been taken in improving the quality of the department in each assessment area.*

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

  - *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. 300.3.1).*

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

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

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1. **Study programme and study programme's design and development**

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

All areas marked as compliant.

Areas of improvement and recommendations

> a. *Study duration of BSc students is often longer than the expected 3 years. The Department should look into the reasons.*

Department's Response:

As per the Cyprus Qualifications Framework (CyQF), the Bachelor level studies amount to 4 years for a total of 240 ECTS. The Department has examined the cases where the duration of BSc studies extended beyond the expected 4 years and concluded that the majority of the cases concern students who are divided between studies and work and enrolled on part-time basis.

> b. *The Senior Project (Bachelor thesis) could be given more ECTS points, to emphasize its importance in line with common international practices.*

Department's Response:

It is noted that the Senior Project is a two semester course with a total of 12 ECTS.

The Department has taken into consideration the importance of the Bachelor Thesis and reviewed the content of two courses related to the Senior Project, AEEE498 – Introduction to Senior Projects (6 ECTS) and AEEE499 – Senior Project (6 ECTS), aiming to engage the students earlier with the implementation of the research work required to be accomplished. Apart from the preliminary research proposal report, a presentation of the progress in the implementation of the project, including the project objectives, the project methodology and expected deliverables and the project timeframe, has been included in the course AEEE498. (please refer to Annex 1).

2. **Student – centered learning, teaching and assessment**

   (ESG 1.3)

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All areas marked as compliant.

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Areas of improvement and recommendations

The EEC did not detect any areas for improvement

Department's Response:

The EEC raises no points for improvement. The Department accepts and adopts all points raised in the report and has no further comments

3. **Teaching staff**

(ESG 1.5)

All areas marked as compliant.

Areas of improvement and recommendations

> a. *The department has a few administrators, namely academic advisors, academic councillors, and tutors, which have overlapping duties. The department may want to merge these academic roles, which also is helpful to reduce the workload of academic staff.*

Department's Response:

The Department would like to clarify the different roles mentioned in the recommendation, which might have not been adequately described during the visit. The above roles are distributed among academic or administrative staff and distinguished as follows:

- **Administrative Officer:** A **non-academic** staff member who deals with everyday administrative issues of the Department, in collaboration with the other Administrative Services of the University.

- **Academic Advisors**: Each research and teaching staff member of the Department is assigned a number of students and being responsible to monitor their progress, to assign them new courses at the start of each Semester, to mediate or discuss with them if required to resolve any academic issues that may arise.

- **Counselling Services**: These are provided centrally by the University by **professionals**, who deal with social and emotional student needs.

- **Peer-tutoring**: A service provided by University students (Peer Tutors) who are employed by the University and have excelled in the course they tutor, aiming to assist students with the course content and to help them develop strong academic habits.

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

   (ESG 1.4)

   All areas marked as compliant.

Areas of improvement and recommendations

> a. *To attract students, it may be helpful to actively promote and advertise the positive values and high potential of this program to prospective students and relevant stakeholders.*

Department's Response:

The Department has recently launched a promotional campaign via electronic posts, and published flyers, targeting the promotion of the strengths of the program, which are considered to be the high employability of the graduates, the strong laboratory support of the courses, the qualifications of the research and teaching staff to support all the teaching domains of the programs offered and other.

Furthermore, the University has launched a campaign called "Women in STEM" (Link) offering scholarships to all women interested any of the programmes of the engineering and technology field, as means to both implement the University's EDI (Equality, Diversity, Inclusion) policy and goals as well as to further promote the engineering programmes.

5. **Learning resources and student support**

(ESG 1.6)

All areas marked as compliant.

Areas of improvement and recommendations

> a. *The department should assist the students who divided between studies and other responsibilities, as for example jobs, maternity, etc*

Department's Response:

The Department is offering a number of evening courses each Semester to accommodate students who divide studies and other responsibilities and usually follow part-time path. Student notes are also available on the e-learning platform of the course and when reasons justify the absence of students from a mid-term exam, make-up mid-terms exams are performed.

6. **Conclusions and final remarks**

During the whole evaluation process, the ECC has obtained substantial and insightful information regarding the operation and structure of the 3 study programmes offered by the Department of Electrical Engineering, Computer Engineering and Informatics at Frederick University. In particular, the Department has provided comprehensive documentation and support material. Based on the information collected from the submitted documentation and the remote visit, the EEC can conclude that **the 3 study programmes of the Department being evaluated have high standards and meet the quality expectations**.

The EEC would like to compliment the Department but also suggest the following points as potential points for further improvement:

For the BSc programme:

- The study duration of BSc students is often longer than the expected 3 years. The Department should look into the reasons and support students with additional responsibilities such as jobs, maternity, etc.

- The Senior Project (Bachelor thesis) could be given more ECTS points, to emphasize its importance in line with common international practices.

- The department has a few administrators, namely academic advisors, academic councillors, and tutors, which have overlapping duties. The department may want to merge these academic roles, which also is helpful to reduce the workload of academic staff.

- To attract students, it may be helpful to actively promote and advertise the positive values and high potential of this program to prospective students and relevant stakeholders.

We are thankful for the very positive report and we are looking forward to further improving our Department. All recommendations by the EEC have been adopted and implemented as shown in sections 1-6.

We are particularly thankful for the interesting and though-provoking discussions held with the EEC during the visit and the fruitful debates held in relation to the future of Electrical Engineering education.

ΔΙΠΑΕ CYQAA

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B. Higher Education Institution academic representatives

Name	Position	Signature
Prof. George Demosthenous	Rector	