

Higher Education Institution's Response
Conventional-face-to-face programme of study

Date: 17/12/2021

- **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 (3 ακαδημαϊκά εξάμηνα, 90 ECTS, Μάστερ (MSc))

In English:

Electrical Engineering (3 academic semesters, 90 ECTS, Master (MSc))

Language(s) of instruction: English

Programme's Status: Currently Operating

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 2019" [N. 136 (I)/2015 to N. 35(I)/2019].



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, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.3.1).*
- *In case of annexes, those should be attached and sent on a separate document.*



■ 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 MSc students is often longer than the expected 1.5 years. The Department should look into the reasons.*

Department's Response:

The Department has examined the cases where the duration of MSc studies extended beyond the expected 3 academic semesters and concluded that the majority of the cases concern the delay in submission of the Master Thesis. It has been decided that in the context of the maximum duration of studies, which is 6 Semester, to set the maximum duration of the submission of the Master Thesis after the completion of the Master courses, to two (2) academic Semesters.



■ Student – centered learning, teaching and assessment

(ESG 1.3)

All areas marked as compliant.

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

Teaching staff

(ESG 1.5)

All areas marked as compliant.

Areas of improvement and recommendations

- a. *For the MSc and PhD programmes, it is important that the department can establish a series of departmental seminars, where distinguished speakers from industry and academia can be invited to physically visit the department (or via a remote manner) and provide talks and seminars. Such seminars are particularly important to the MSc and PhD students to know the latest development in their fields of studies. In addition, such extracurricular activities are also important for staff development as they provide an effective way to improve the research visibility of the department.*

Department's Response:

Among the requirements of the MSc and PhD programmes is the completion of the graduate seminar courses, where the students are required to attend a number of seminars.

Industry are invited periodically to present scientific or profession related topics, among them the Prof Stamatios Krimigis (Emeritus Head of Space Exploration Sector of the Johns Hopkins Applied Physics Laboratory), Dr Saher Javaid, Japan Institute of Science and Technology (Japan), Dr Andreas Poullikas (Chairman of Cyprus Energy Regulatory Authority) and others. Open Presentations of the Research outcomes attended by students, faculty members and the wider academic community are also performed regularly by the Department and the School of Engineering. The Department has also launched a new series of regular presentations by faculty members and research students who present their research activities to the research community, a practice followed in the past but reduced due to COVID-19.



b. *In addition, the department may want to build concrete plans and provide more support to junior staff, i.e., the colleagues who just start their academic roles. It could be helpful by allocating light teach load during the first few years, if possible, and providing more academic training schemes related academic practices.*

Department's Response:

Department's Response:

One of the main pillars of Frederick University is the support of the staff and the development of the skills and abilities of the members of our University community.

As per the 97th Senate's Decision,

- Reduction of teaching hours is made for University officials, for faculty members with intense research activity or for faculty members to whom the University assigns additional responsibilities and work e.g. members of Special Committees or other working groups.
- When conditions such as above occur, this is considered an increased research activity and is included in the reduction of teaching hours.
- The exact number of reductions of teaching hours is approved by the Rector's Council, after a suggestion of the Head of the Department and the consent of the Dean of the School.
- In addition to the above, faculty members of the University can redeem teaching workload, through their research fund.

Furthermore, The University has identified the need for systematic communication and staff training on a wide variety of topics. To this end, the University Council has established the Center for Professional and Personal Development at Frederick ([PDF](#)), which is responsible for developing a policy for training and professional development schedule.

As part of the action of the Professional Development Center, the following staff training workshops / seminars have been carried out so far:

- Networking Skills Development for Academics and Researchers, Research and Innovation Networking (R&D)
- Proposal Budgeting Principles & RIF Bridge Proposal Budgets
- Unconscious Bias Training"
- Improving Teaching in Online Times
- Online Assessment Methods and Skills



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



- New Staff and Faculty Orientation and Induction Material
- Frederick University & Sustainable Development Goals: Re-imagining the future
- Mental Health and Wellbeing



Student admission, progression, recognition and certification

(ESG 1.4)

All areas marked as compliant.

Areas of improvement and recommendations

- a. *A strategy should be implemented to address the gender gap issue. An example could be to use current female students and graduates as “ambassadors” of the program to high school students, especially females.*

Department's Response:

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.

■ 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 e-learning platforms and when reasons justify the absence of students from a mid-term exam, make-up mid-terms exams are performed.

■ 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 MSc programme

- The study duration of MSc students is often longer than the expected 1.5 years. The Department should look into the reasons and support students with additional responsibilities such as jobs, maternity, etc
- The department can establish a series of departmental seminars with distinguished



speakers from industry and academia.

- A strategy should be implemented to address the gender gap issue.
- The department should assist the students who divided between studies and other responsibilities, as for example jobs, maternity, etc

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 1-5.

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.

B. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Prof. George Demosthenous	Rector	

