

**Cyprus Agency of Quality Assurance and Accreditation in  
Higher Education**

**Republic of Cyprus**

**External Evaluation Report  
Program of Study**

**Institution: Neapolis University Pafos**

**Program of Study: Undergraduate Bachelor of Science  
Program in Civil Engineering (BSc CE)**

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## **INSTRUCTIONS:**

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 2016” [N. 136 (I)/2015].

**The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.**



**EXTERNAL EVALUATION COMMITTEE:**

| <b>NAME</b>               | <b>TITLE</b>   | <b>UNIVERSITY / INSTITUTION</b>                 |
|---------------------------|--|---|
| Charalampos Baniotopoulos | Chair  | University of Birmingham                        |
| Gyorgy L. Balazs          | Member   | Budapest University of Technology and Economics |
| Christos Karayannis       | Member   | Democritus University of Thrace                 |
| Iakovos Iakovidis         | Student<br>(from the University of Cyprus)               |   |
| Andreas Theodotou         | ETEK<br>Representative of<br>Professional<br>Association |   |

## INTRODUCTION:

### I. The External Evaluation procedure

- Short description of the documents that have been studied, of the on site visit meetings, and of the on site visit to the infrastructures.

The External Evaluation Committee (EEC) visited the site of Neapolis University of Pafos and the premises of the submitted Undergraduate Bachelor of Science Program on Civil Engineering during the period May 9-10, 2017.

The EEC arrived to Pafos on May 8th, 2017 and on the same day in the evening met Prof. Hadjimistis, member of the Agency Committee who provided all necessary information and guidelines related to the present accreditation procedures.

The second day of the visit started with on-site inspection of the premises and infrastructure of the new Program. During the third day the EEC analysed all the relevant material and the outcome of the onsite visit, and proceeded with the completion of the appropriate forms.

### II. The Internal Evaluation procedure

- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

The members of the EEC felt that the internal Evaluation report prepared by the Faculty members was informative, complete and could be characterised as elaborated. Both the institution and the Program are in line with the requested quality assurance procedures. Based on the quality and the completeness of the submitted application, the EEC proposes the acceptance of the new program provided that structures laboratory is operational during the first year.

## FINDINGS:

### 1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- **Organization of Teaching Work**
- **Teaching**
- **Teaching personnel**

The new Undergraduate Bachelor of Science Program on Civil Engineering exhibits a satisfactory standard of teaching as it became apparent from the sector presentations and the discussions with the faculty members.

Teaching is based on traditional lectures using up-to-date equipment supplemented by tutorial and laboratory sessions, the number and duration of which vary from course to course.



Some of the courses have projects as part of the course along with homework assignments and a final exam.

All students are obliged to complete a dissertation for graduation in the 8th semester supervised by faculty members.

All these components contribute to the delivery of an academic program; shortcomings are underlined in the next chapters of the present report.

The examination system is satisfactory since the allowance for a student to retake the exam is controlled by a specific procedure.

Based on the course evaluation results provided in the Department's internal report and the input the EEC received from faculty members, as well as the course material the Department made available to the EEC, the quality of teaching procedures is quite satisfactory.

The quality of teaching material and resources is also comparable with that in similar academic programs in Europe.

The course material is generally brought up-to-date, however new concepts in the design of structures, practices, textbooks and other teaching aids may have to be reconsidered. Moreover, there should be a more uniform curriculum update process throughout the Department.

The mandatory attendance in lectures is a strong point of the Program.

Courses are taught in periods. Most of the courses have 3 periods per week and the academic semester includes 13 weeks.

With reference to the academic/teaching personnel, there are 15 faculty members and it is notable that at the moment civil engineers are underrepresented.

The high quality of the faculty members is appreciated nevertheless more members having a first diploma in civil engineering would help towards an enhanced civil engineering education.

Courses for the design of structures included in the program could be widened in the near future: the curriculum could include a number of courses to improve the ability of students in the design of structures and permit them to properly comprehend the respective structural materials.

## 2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- **Purpose and Objectives and learning outcomes of the Program of Study**
- **Structure and Content of the Program of studies**
- **Quality Assurance of the Program of studies**
- **Management of the Program of Study**
- **International Dimension of the Program of Study**
- **Connection with the labor market and the society**

The Program's purposes and objectives are very ambitious. Also very ambitious seem to be the learning outcomes as they have been set by the faculty members and the Program profile submitted to Cyprus Agency of Quality Assurance and Accreditation in Higher Education (Dec 2016). The program provides a broad civil

engineering curriculum that focuses on fundamental theory, mathematics, science, planning, design and construction.

The compulsory courses, along with limited electives, allow students to focus on particular fields of Civil Engineering. Electives on two directions will be offered initially, that is in Structural Engineering and Environmental Engineering.

It is stated that the Program will be taught in English and in Greek language in the sense that some courses will be taught in English and some in Greek.

The compulsory courses are either core courses or complementary courses. Most of them correspond to the same ECTS credits.

Admission criteria are set and described in the Program profile submitted in the Cyprus Agency.

### **3. RESEARCH WORK AND SYNERGIES WITH TEACHING**

#### **- Research Teaching Synergies**

As this is a new Program, research activities on civil engineering topics should be planned for the near future. In addition, a research laboratory for structures and materials should be also in the near future developed. This way, the synergy in research and education related projects and dissertations will be established and enhanced.

### **4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK**

#### **- Administrative Mechanisms**

Adequate administrative mechanisms are provided.

#### **- Infrastructures / Support**

Appropriate infrastructure supports well the proposed Program (library, dormitories in hotel quality, staff rooms, copying facilities, amphitheater, rooms, projectors, meeting and working rooms, exhibition halls, students restaurant etc.) and the teaching structures-lab is under construction and expected to be ready soon.

#### **- Financial Resources**

The financial analysis related to the proposed Program seems feasible.

### **5. DISTANCE LEARNING PROGRAMS**

NA

### **6. DOCTORAL PROGRAMS OF STUDY**

NA

## CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE<sup>1</sup>

- The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

The EEC determined that many Program functions seem to be adequate, especially within the current resource and legal constraints.

The EEC was impressed by the faculty commitment and dedication to the Program of the University.

The technical competency of the students seems that will be good and on par with any other European universities that offer (4-years) BSc in Civil Engineering.

It is vital for the future of the Program to enrich itself by attracting talented faculty members with civil engineering background and strong relevant vision.

**Doc. Number: 300.1**

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<sup>1</sup>It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.



## Quality Standards and Indicators

### External Evaluation of a Program of Study

Institution: NEAPOLIS UNIVERSITY PAFOS

Program of Study: UNDERGRADUATE BACHELOR OF SCIENCE PROGRAM  
IN CIVIL ENGINEERING (BScCE)

Duration of the Program of Study: 4 YEARS (8 SEMESTERS)

Evaluation Date: 9-10/05/2017

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 2016”.

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

**DIRECTIONS:**Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

**It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution’s corresponding policy regarding the specific quality standard or indicator.**

### Members of the External Evaluation Committee

| NAME                      | TITLE  | UNIVERSITY / INSTITUTION                        |
|---------------------------|--|---|
| Charalampos Baniotopoulos | Chair  | University of Birmingham                        |
| Gyorgy L. Balazs          | Member   | Budapest University of Technology and Economics |
| Christos Karayannis       | Member   | Democritus University of Thrace                 |
| Iakovos Iakovidis         | Student<br>(from the University of Cyprus)               |   |
| Andreas Theodotou         | ETEK<br>Representative of<br>Professional<br>Association |   |

Date and Time of the On-Site Visit: 09/05/2017 (09:00 – 16:00)

Duration of the On-Site Visit: 1 day

| 1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 1.1   | Organization of teaching work   | 1 | 2 | 3 | 4 | 5 |
| 1.1.1   | The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.  |   |   |   | X |   |
| 1.1.2   | The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.  |   |   |   |   | X |
| 1.1.3   | The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration: |   |   |   | X |   |
| 1.1.3.1   | The implementation of a specific academic calendar and its timely publication.  |   |   |   | X |   |
| 1.1.3.2   | The disclosure of the program's curricula to the students, and their implementation by the teaching personnel   |   |   | X |   |   |
| 1.1.3.3   | The course web-pages, updated with the relevant supplementary material  |   |   |   |   | X |
| 1.1.3.4   | The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training   |   |   |   | X |   |
| 1.1.3.5   | The procedures for the conduct and the format of the examinations and for student assessment  |   |   | X |   |   |
| 1.1.3.6   | The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.   |   |   |   | X |   |
| 1.1.4   | Adequate and modern learning resources, are available to the students, including the following:   |   |   |   | X |   |
| 1.1.4.1   | facilities  |   |   | X |   |   |
| 1.1.4.2   | library   |   |   |   | X |   |
| 1.1.4.3   | infrastructure  |   |   |   |   | X |
| 1.1.4.4   | student welfare   |   |   |   |   | X |

|  |  |                    |  |  |   |  |   |   |
|--|--|--------------------|--|--|---|--|---|---|
|  | 1.1.4.5  | academic mentoring |  |  |   |  |   | X |
| 1.1.5  | A policy for regular and effective communication, between the teaching personnel and the students, is applied.   |                    |  |  |   |  | X |   |
| 1.1.6  | The teaching personnel, for each course, provide timely and effective feedback to the students.  |                    |  |  | X |  |   |   |
| 1.1.7  | Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.  |                    |  |  |   |  | X |   |
| 1.1.8  | Control mechanisms for student performance are effective.  |                    |  |  |   |  | X |   |
| 1.1.9  | Support mechanisms for students with problematic academic performance are effective.   |                    |  |  |   |  | X |   |
| 1.1.10   | Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load. |                    |  |  |   |  | X |   |
| 1.1.11   | The program of study applies an effective policy for the prevention and detection of plagiarism.   |                    |  |  | X |  |   |   |
| 1.1.12   | The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.   |                    |  |  |   |  | X |   |
| <p><b>1.1.3.2. It would be an asset for the curricula to include formative and/or summative tests during the semester.</b></p> <p><b>1.3.3.3. The EEC thinks that web page should be regularly updated.</b></p> <p><b>1.1.3.5. It is recommended, a maximum number of years of studies to be set.</b></p> <p><b>1.1.4.1. Laboratories are important for Civil Engineering both for studies and research. Computational lab is well established, but materials and structures lab is under development /construction. It is imperative, this lab be operational during the first year of the new Program. It is recommended, a testing setup for reinforced concrete and steel members to be included.</b></p> <p><b>1.1.4.2. A number of important International Civil Engineering journals in hard copies to be ordered and displayed. Also recent books (e.g. on Eurocodes) should be purchased.</b></p> <p><b>1.1.6. It is an important issue and yet, not clearly elaborated: maximum time for</b></p> |  |                    |  |  |   |  |   |   |



**feedback from the staff to the student should be defined.**

**1.1.11. The policy for the prevention of plagiarism should be enhanced.**

Note, additionally:

α) the expected number of Cypriot and International Students in the program of study: **8 to 30**

β) the countries of origin of the majority of students: **Cyprus, Greece and Middle East countries.**

γ) the maximum planned number of students per class-section: **30**

| 1.2  | Teaching  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|---|
| 1.2.1  | The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.  |   |   |   | X |   |
| 1.2.2  | The methodology of each course is suitable for adults.  |   |   |   | X |   |
| 1.2.3  | Continuous-formative assessment and feedback are provided to the students regularly.  |   |   |   | X |   |
| 1.2.4  | The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.  |   |   |   |   | X |
| 1.2.5  | Educational activities which encourage students' active participation in the learning process, are implemented.   |   |   |   |   | X |
| 1.2.6  | Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.           |   |   |   |   | X |
| 1.2.7  | Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly. |   |   |   | X |   |
| <b>1.2.7. Additional bibliography should be proposed to students including literature in Eurocodes (not only BS) and books in Greek.</b> |   |   |   |   |   |   |
| 1.3  | Teaching Personnel  | 1 | 2 | 3 | 4 | 5 |

|         |  |  |  |   |   |
|---------|--|--|--|---|---|
| 1.3.1   | The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.   |  |  | X |   |
| 1.3.2   | The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:   |  |  |   | X |
| 1.3.2.1 | Subject specialization, preferably with a doctorate, in the discipline.  |  |  |   | X |
| 1.3.2.2 | Publications within the discipline.  |  |  | X |   |
| 1.3.3   | The specializations of Visiting Professors adequately support the program of study.  |  |  | X |   |
| 1.3.4   | Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.   |  |  |   | X |
| 1.3.5   | In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.   |  |  |   | X |
| 1.3.6   | The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.         |  |  |   | X |
| 1.3.7   | In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study. |  |  | X |   |
| 1.3.8   | The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.   |  |  |   | X |
| 1.3.9   | The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.   |  |  | X |   |
| 1.3.10  | Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.   |  |  |   | X |
| 1.3.11  | The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.  |  |  |   | X |

**1.3.1. The full time academic personnel should be at least 50% of Civil Engineering background (preferably licensed Civil Engineers), whereas in the present plan Civil Engineers – staff is underrepresented.**

**1.3.2.2. It is expected that the number of publications related to Civil Engineering (in prominent journals) will be increased in near future.**

**1.3.3. A shortcoming for the program is the fact that is mainly based on visiting professors.**

**1.3.11. Taking into account the heavy academic management load of the Program Coordinator, the appointment of a lead with strong Civil Engineering background and vision would be an asset for the program.**

| 2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS |  |   |   |   |   |   |
|---|--|---|---|---|---|---|
| 2.1   | Purpose and Objectives and learning outcomes of the Program of Study   | 1 | 2 | 3 | 4 | 5 |
| 2.1.1   | The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.                      |   |   |   | X |   |
| 2.1.2   | The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.  |   |   |   | X |   |
| 2.1.3   | The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.      |   |   |   |   | X |
| 2.1.4   | The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes. |   |   |   | X |   |
| 2.1.5   | The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.   |   |   |   |   | X |
| 2.1.6   | The learning process is properly designed to achieve the expected learning outcomes.   |   |   |   |   | X |
| 2.1.7   | The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.  |   |   |   |   | X |



| <b>2.1.4. The methods of assessment, the teaching materials and the equipment fully support the program, except for the fact that the material and structure lab is under development.</b> |   |          |          |          |          |          |
|--|---|----------|----------|----------|----------|----------|
| <b>2.2</b>   | <b>Structure and Content of the Program of Study</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 2.2.1  | The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.  |          |          |          | X        |          |
| 2.2.2  | The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions. |          |          |          |          | X        |
| 2.2.3  | The program 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.  |          |          |          |          | X        |
| 2.2.4  | The higher education qualification awarded, the learning outcomes and the content of the program are consistent.  |          |          |          | X        |          |
| 2.2.5  | The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.  |          |          |          |          | X        |
| 2.2.6  | The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.  |          |          |          | X        |          |
| 2.2.7  | The number and the content of the program's courses are sufficient for the achievement of learning outcomes.  |          |          |          | X        |          |
| 2.2.8  | The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.   |          |          |          | X        |          |
| 2.2.9  | Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.  |          |          |          | X        |          |
| <b>Structure and content of the program of study is appropriately scheduled.</b>   |   |          |          |          |          |          |
| <b>2.3</b>   | <b>Quality Assurance of the Program of Study</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |





|  |  |   |          |          |          |          |          |
|--|--|---|----------|----------|----------|----------|----------|
| 2.3.1  | The arrangements regarding the program's quality assurance define clear competencies and procedures.   |   |          |          |          | X        |          |
| 2.3.2  | Participation in the processes of the system of quality assurance of the program, is ensured for   |   |          |          |          | X        |          |
|  | 2.3.2.1  | the members of the academic personnel       |          |          |          | X        |          |
|  | 2.3.2.2  | the members of the administrative personnel |          |          |          | X        |          |
|  | 2.3.2.3  | the students.                               |          |          |          | X        |          |
| 2.3.3  | The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.  |   |          |          |          | X        |          |
| 2.3.4  | The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.  |   |          |          |          |          | X        |
| <b>Quality assurance of the program of study is well elaborated and developed.</b> |  |   |          |          |          |          |          |
| <b>2.4</b>   | <b>Management of the Program of Study</b>  |   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 2.4.1  | Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.  |   |          |          |          | X        |          |
| 2.4.2  | It is ensured that learning outcomes may be achieved within the specified timeframe.   |   |          |          |          | X        |          |
| 2.4.3  | It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.  |   |          |          |          | X        |          |
| 2.4.4  | The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study. |   |          |          |          | X        |          |
| 2.4.5  | Information relating to the program of study are posted publicly and include:  |   |          |          |          |          | X        |
|  | 2.4.5.1  | The provisions regarding unit credits       |          |          |          |          | X        |
|  | 2.4.5.2  | The expected learning outcomes              |          |          |          |          | X        |
|  | 2.4.5.3  | The methodology                             |          |          |          |          | X        |
|  | 2.4.5.4  | Course descriptions                         |          |          |          |          | X        |

|  |   |  |          |          |          |          |          |   |
|--|---|--|----------|----------|----------|----------|----------|---|
|  | 2.4.5.5   | The program's structure                              |          |          |          |          |          | X |
|  | 2.4.5.6   | The admission requirements                           |          |          |          |          |          | X |
|  | 2.4.5.7   | The format and the procedures for student assessment |          |          |          |          |          | X |
| 2.4.6  | The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.  |  |          |          |          |          |          | X |
| 2.4.7  | The effectiveness of the program's evaluation mechanism, by the students, is ensured.   |  |          |          |          |          | X        |   |
| 2.4.8  | The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification. |  |          |          |          |          |          | X |
| <p><b>The management of the program of study seems to be meticulously planned. Practical training should be included in a higher semester as a discrete module corresponding to ECTS credits and having assessment by the staff.</b></p> |   |  |          |          |          |          |          |   |
| <b>2.5</b>   | <b>International Dimension of the Program of Study</b>  |  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |   |
| 2.5.1  | The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.  |  |          |          |          | X        |          |   |
| 2.5.2  | The program attracts Visiting professors of recognized academic standing.   |  |          |          |          |          |          | X |
| 2.5.3  | Students participate in exchange programs.  |  |          |          |          |          |          | X |
| 2.5.4  | The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.  |  |          |          |          | X        |          |   |
| <p><b>The international academic profile of the program is ensured.</b></p>  |   |  |          |          |          |          |          |   |
| <b>2.6</b>   | <b>Connection with the labor market and the society</b>   |  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |   |
| 2.6.1  | The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are  |  |          |          |          | X        |          |   |

|  |   |  |  |  |   |  |
|--|---|--|--|--|---|--|
|  | adequate and effective.   |  |  |  |   |  |
| 2.6.2  | According to the feasibility study, indicators for the employability of graduates are satisfactory. |  |  |  | X |  |
| 2.6.3  | Benefits, for the society, deriving from the program are significant.                               |  |  |  | X |  |
| <p><b>2.6.1. The design-related modules should be enhanced.</b></p> <p><b>2.6.2. Indicators for the employability of graduates are similar to the ones of graduates of other Civil Engineering programs.</b></p> |   |  |  |  |   |  |

| 3. RESEARCH WORK AND SYNERGIES WITH TEACHING |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| 3.1  | Research - Teaching Synergies   | 1 | 2 | 3 | 4 | 5 |
| 3.1.1  | It is ensured that teaching and learning have been adequately enlightened by research.  |   |   | X |   |   |
| 3.1.2  | New research results are embodied in the content of the program of study.   |   |   |   | X |   |
| 3.1.3  | Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.        |   |   | X |   |   |
| 3.1.4  | The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc. |   |   | X |   |   |
| 3.1.5  | External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.                               |   |   | X |   |   |
| 3.1.6  | Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.  |   |   | X |   |   |
| 3.1.7  | The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.   |   |   | X |   |   |
| 3.1.8  | The participation of students, academic, teaching and administrative personnel of the program in research   |   |   | X |   |   |

|  |   |          |          |          |          |          |
|--|---|----------|----------|----------|----------|----------|
|  | activities and projects is satisfactory.  |          |          |          |          |          |
| 3.1.9  | Student training in the research process is sufficient.   |          |          | X        |          |          |
| <b>Although research-teaching synergy seems to be for the moment limited, there is a good potential to enhance it in the future.</b> |   |          |          |          |          |          |
| <b>4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK</b>  |   |          |          |          |          |          |
| <b>4.1</b>   | <b>Administrative Mechanisms</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 4.1.1  | There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.                        |          |          |          |          | X        |
| 4.1.2  | Statutory administrative mechanisms for monitoring and supporting students are sufficient.  |          |          |          |          | X        |
| 4.1.3  | The efficiency of these mechanisms is assessed on the basis of specific criteria.   |          |          |          |          | X        |
| <b>Administrative mechanisms are provided.</b>   |   |          |          |          |          |          |
| <b>4.2</b>   | <b>Infrastructure / Support</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 4.2.1  | There are suitable books and reputable journals supporting the program.   |          |          |          | X        |          |
| 4.2.2  | There is a supportive internal communication platform.  |          |          |          |          | X        |
| 4.2.3  | The facilities are adequate in number and size.   |          |          | X        |          |          |
| 4.2.4  | The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate. |          |          | X        |          |          |
| 4.2.5  | Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.                                      |          |          |          | X        |          |
| 4.2.6  | Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.                      |          |          |          | X        |          |
| 4.2.7  | The teaching personnel are provided with training   |          |          |          | X        |          |

|   |  |          |          |          |          |          |
|---|--|----------|----------|----------|----------|----------|
|   | opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.                                       |          |          |          |          |          |
| <p><b>4.2.1. A number of important International Civil Engineering journals in hard copies to be ordered and displayed. Also recent books (e.g. on Eurocodes) should be purchased.</b></p> <p><b>4.2.3. and 4.2.4. Laboratories are important for Civil Engineering both for studies and research. Computational lab is well established, but materials and structures lab is under development /construction. It is imperative, this lab be operational during the first year of the new Program. It is recommended, a testing setup for reinforced concrete and steel members to be included.</b></p> |  |          |          |          |          |          |
| <b>4.3</b>  | <b>Financial Resources</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 4.3.1   | The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel. |          |          |          | X        |          |
| 4.3.2   | The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.                                    |          |          |          | X        |          |
| 4.3.3   | The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.          |          |          |          | X        |          |
| 4.3.4   | Student tuition and fees are consistent to the tuition and fees of other respective institutions.  |          |          |          | X        |          |
| <b>Financial resources are rather appropriately planned.</b>  |  |          |          |          |          |          |

**The following criterion applies additionally for distance learning programs of study.**

| <b>5.</b> | <b>DISTANCE LEARNING PROGRAMS</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|-----------|---|----------|----------|----------|----------|----------|
| 5.1       | Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.   |          |          |          |          | NA       |
| 5.2       | The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education. |          |          |          |          | NA       |

|      |   |  |  |  |  |    |
|------|---|--|--|--|--|----|
| 5.3  | Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.    |  |  |  |  | NA |
| 5.4  | Student performance monitoring mechanisms are satisfactory.   |  |  |  |  | NA |
| 5.5  | Adequate mentoring by the teaching personnel, is provided to students, through established procedures.  |  |  |  |  | NA |
| 5.6  | The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.   |  |  |  |  | NA |
| 5.7  | Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.   |  |  |  |  | NA |
| 5.8  | Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly. |  |  |  |  | NA |
| 5.9  | The program of study has the appropriate and adequate infrastructure for the support of learning.   |  |  |  |  | NA |
| 5.10 | The supporting infrastructures are easily accessible.   |  |  |  |  | NA |
| 5.11 | Students are informed and trained with regards to the available educational infrastructure.   |  |  |  |  | NA |
| 5.12 | The procedures for systematic control and improvement of the supportive services are regular and effective.   |  |  |  |  | NA |
| 5.13 | Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.   |  |  |  |  | NA |
| 5.14 | Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.                       |  |  |  |  | NA |
| 5.15 | The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.         |  |  |  |  | NA |
| 5.16 | The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.   |  |  |  |  | NA |

|   |    |
|---|----|
| NA  |    |
| The maximum number of students per class-section, should not exceed 30 students.  | NA |
| The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory. | NA |
| The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.  | NA |

**The following criterion applies additionally for doctoral programs of study.**

| 6.  | DOCTORAL PROGRAMS OF STUDY   | 1 | 2 | 3 | 4 | 5  |
|-----|--|---|---|---|---|----|
| 6.1 | The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.   |   |   |   |   | NA |
| 6.2 | The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.   |   |   |   |   | NA |
| 6.3 | The number of academic personnel, which is going to support the doctoral program of study, is adequate.  |   |   |   |   | NA |
| 6.4 | The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.   |   |   |   |   | NA |
| 6.5 | The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.   |   |   |   |   | NA |
| 6.6 | The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards. |   |   |   |   | NA |
| 6.7 | The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.   |   |   |   |   | NA |
| NA  |  |   |   |   |   |    |



### FINAL REMARKS – SUGGESTIONS

The members of the EEC felt that the internal Evaluation report prepared by the Faculty members was informative, complete and could be characterised as elaborated. Both the institution and the Program are in line with the requested quality assurance procedures. Based on the quality and the completeness of the submitted application, the EEC proposes the acceptance of the new Program provided that structures-laboratory is operational during the first year.

Adequate administrative mechanisms are provided.

Appropriate infrastructure supports well the proposed Program (library, dormitories, staff rooms, copying facilities, amphitheater, rooms, projectors, meeting and working rooms, exhibition halls, restaurant etc.) and the teaching structures-lab is under construction and expected to be ready soon. It is recommended, a testing setup for reinforced concrete and steel members to be planned.

The financial analysis related to the proposed Program seems feasible.

The high quality of the faculty members is appreciated, nevertheless more members having a first degree in Civil Engineering (preferably licensed engineers) would help towards an enhanced Civil Engineering education.

Teaching – research synergy could be further supported and strengthened in the near future.

### Names and Signatures of the Chair and the Members of the External Evaluation Committee:

| Name:                   | Signature: |
|-------------------------|------------|
| Charalampos BANIOPOULOS |            |
| Georgy L. Belars        |            |
| Christos Karayannis     |            |
| ΙΑΚΩΒΟΣ ΙΑΚΟΒΙΔΗΣ       |            |
| ANDREAS THEODOTOU       |            |

Date: ....10/05/2017.....