

Doc. 300.1.1

Date: 16/07/2022

# External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution: Frederick University**
- **Town: Nicosia**
- **School/Faculty (if applicable): School of Engineering**
- **Department/ Sector: Mechanical Engineering**
- **Programme of study- Name (Duration, ECTS, Cycle)**

#### **In Greek:**

Μηχανική Μηχανολόγων Οχημάτων,  
(4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο (BSc))

#### **In English:**

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

- **Language(s) of instruction: English**
- **Programme's status: Currently Operating**
- **Concentrations (if any):**

**In Greek:** 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].

**In English:** Concentrations

## A. Introduction

*This part includes basic information regarding the onsite visit.*

Due to COVID-19 related restrictions still in place, the assessment was carried out as a series of online sessions including a virtual tour around premises to be evaluated. All the online sessions took place on July 13, 2022. They consisted of a sequence of online meetings of the committee members with Frederick University (FU) and the School of Engineering management and administration followed by meetings with academic and technical personnel and administrative personnel at the Department of Mechanical Engineering (DME) and Frederic University, as well as students and recent alumni from BSc program under evaluation.

The committee members were also provided with all relevant documentation and video materials in the amount sufficient for the adequate evaluation of a graduate program.

All presentations used in the online meetings were also made available to the evaluation committee.

The Evaluation Committee has obtained substantial and insightful information regarding the operation, structure and future plans not only for the BSc in Automotive Engineering, offered by the Department of Mechanical Engineering but also on the procedures and supporting infrastructure of the Frederick University.

The Evaluation Committee can conclude that the Department and the BSc program in Automotive Engineering being evaluated have high standards and meet the quality expectations. This evaluation report describes how the standards are met and provides additional suggestions for improving the program.



## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Nikolaos Bilalis</b>	Professor	Technical University of Crete
<b>Chang Jiang Wang</b>	Reader	University of Sussex
<b>Dmytro Orlov</b>	Professor	Lund University
<b>Soteria Elia</b>	Student	University of Cyprus
<b>Name</b>	Position	University
<b>Name</b>	Position	University

## C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
  - (a) sub-areas*
  - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
  - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

### **Findings**

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

### **Strengths**

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

### **Areas of improvement and recommendations**

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

## 1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

### **Sub-areas**

- 1.1 Policy for quality assurance**
- 1.2 Design, approval, on-going monitoring and review**
- 1.3 Public information**
- 1.4 Information management**

### **1.1 Policy for quality assurance**

#### Standards

- *Policy for quality assurance of the programme of study:*
  - *has a formal status and is publicly available*
  - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*

### **1.2 Design, approval, on-going monitoring and review**

#### Standards

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
  - *is designed so that it enables smooth student progression*
  - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
  - *defines the expected student workload in ECTS*

- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

### 1.3 Public information

#### Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
  - *selection criteria*
  - *intended learning outcomes*
  - *qualification awarded*
  - *teaching, learning and assessment procedures*
  - *pass rates*
  - *learning opportunities available to the students*
  - *graduate employment information*

### 1.4 Information management

#### Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - *key performance indicators*
  - *profile of the student population*
  - *student progression, success and drop-out rates*
  - *students' satisfaction with their programmes*
  - *learning resources and student support available*
  - *career paths of graduates*
  
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*



## Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

Fredrick University in general and the BSc program in Automotive Engineering in particular, have clear structures along with open standardised practices for internal and external quality evaluation at various levels. The process starts with soliciting feedback from students and teaching personnel at the end of each year and progresses all the way up to the University senate with program revisions introduced regularly to assure the quality and evolution of the program. The BSc program is adequately designed and has sufficient staff expertise according to the scope of the study. All information about the program is open to students. The BSc fulfils all the formal requirements set by the regulators in Cyprus and has a formally approved official status. The program has clearly defined objectives, structure and outcome goals including ECTS-based for evaluating student knowledge.

Students are evaluated at the beginning of their studies, to assess their ability for following the course and all candidates must take a placement test in Mathematics and English prior to their enrolment. Those who fail must enrol under a probation status and are required to register to relevant foundation courses. During the foundation courses, they are allowed to take limited courses not related to the foundation ones.

Care has been taken also for transfer students and for prior Informal and non-formal learning.

## Strengths

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

An open and clear structure for quality assurance. It is thoroughly documented and is followed and students are encouraged to participate in the evaluation.

The program is unique to the education landscape in Cyprus. The student-built racing car is an excellent source of motivation and practice for students, especially in the Automotive Engineering BSc program.

The foundation courses contributes towards a uniform background for all students.

The school provides scholarships to students based on their performance or hardship.

## Areas of improvement and recommendations

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

The program is strongly bound to Cyprus's needs, which is an advantage for the local community in general, but is a limitation for some students at the same time. The students of this BSc program also have very limited opportunities to continue their education in Cyprus. Creating such or at least presenting a clear path for academic development in a university environment will strengthen the BSc program. Engagements with automotive companies producing cars that are driven in Cyprus would be a great benefit for the program.

The assignments of ECTS to various courses do not appear to have a homogenous treatment. In the description of the courses, the assigned ECTS must be documented, especially in terms of student's anticipated workload and not only on teaching and Lab hours.

Students provide feedback on the courses through evaluations at the end of the semester, the school should ensure any changes to the courses are effectively communicated to the students.

**Please select what is appropriate for each of the following sub-areas:**

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

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

### Sub-areas

**2.1 Process of teaching and learning and student-centred teaching methodology**

**2.2 Practical training**

**2.3 Student assessment**

### **2.1 Process of teaching and learning and student-centred teaching methodology**

#### Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

### **2.2 Practical training**

#### Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

### **2.3 Student assessment**

#### Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*

- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

*You may also consider the following questions:*

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

### Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

The BSc programme is found to be truly centred on the needs of students and local communities. It has good education standards with sufficient theoretical background and a focus on practical skills. The formal assessment of student knowledge appears to be adequate and fulfilling the EQF.

The introduction of the Internship is also in the right direction and students will be offered good opportunities for industry placements and internships. The University and the department have a well organized administrative team, which supports students and staff well. The number of students/year decreases, but the number of EEC and Third countries, although too low, shows an increase.

The dropout rate (around 8%) and the failure rate (19%) are a bit high.

The school is adding a new CNC machine.

### Strengths

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

Truly student-centred teaching methodology reinforced by a relatively small number of students. Focus on practical skills is also the strength of the BSc program under evaluation. The increasing number of new students on this program in recent years indicates its attractiveness to young people. However, care should be taken to maintain the high teacher/student ratio to keep the well-functioning present practices.

The University and the Department show an increased interest in attracting students from third countries and a campaign for attracting students has started.

### Areas of improvement and recommendations

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

The prospect of employability for students can be improved by updating teaching materials by using more modern textbooks and better guidance for the search of information by students. It is also recommended to introduce courses on electric mobility, which importance has been rapidly increasing in recent years globally. Improving internal collaboration with already existing at Fredrick University research area in alternative energy sources such as hydrogen is also strongly recommended.

**Please select what is appropriate for each of the following sub-areas:**

Sub-area	<p style="text-align: center;"><i>Non-compliant/ Partially Compliant/Compliant</i></p>
----------	--



2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

### 3. Teaching staff (ESG 1.5)

#### **Sub-areas**

- 3.1 Teaching staff recruitment and development**
- 3.2 Teaching staff number and status**
- 3.3 Synergies of teaching and research**

#### **3.1 Teaching staff recruitment and development**

##### Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

#### **3.2 Teaching staff number and status**

##### Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

#### **3.3 Synergies of teaching and research**

##### Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

*You may also consider the following questions:*

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

### Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

Qualifications of teaching personnel in the BSc program under evaluation are adequate and sufficient for quality education. Most of the academic personnel have qualifications and degrees obtained abroad. However, little to no information about staff development was provided to the evaluation committee. There seem to be little to no connection between teaching and research in this program.

In addition, they did not present an organised, structured and compulsory training support for faculty staff. This should be integrated into the newly established centre for personal and professional development for all staff.

### Strengths

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

Teaching personnel in this BSc program seems to be very enthusiastic about their teaching and personal attention to student needs.

Students have expressed their positive opinion about the teaching personnel and they are enthusiastic about the support they receive during the lectures and labs.

### Areas of improvement and recommendations





*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

Academic personnel on the BSc program in Automotive engineering seem to have very limited research activities. This is acceptable in a short term but may lead to the degradation of education quality in a longer term. First signature of that can already be seen in largely outdated literature used in many courses. It is recommended to solicit more academic personnel on this program actively involved in research projects.



Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Partially compliant

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

##### Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

##### 4.1 Student admission, processes and criteria

###### Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

##### 4.2 Student progression

###### Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

##### 4.3 Student recognition

###### Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
  - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
  - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

#### 4.4 Student certification

##### Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

*You may also consider the following questions:*

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

##### Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

The BSc program in Automotive Engineering has clear policies with an open standard for student recruitment as well as dedicated support for students with needs to enhance skills in communication and basic knowledge in mathematics and physics.

There are appropriate plans to support student progression and attainment. Academic advisors and tutors are available to support and monitor student progression. The grading and degree classification systems are comparable to other national and international Higher Education Institutions.

Students' progress, as outlined in course descriptions, is continuously monitored with exams, tests, projects, and practical assignments. Students receive constructive feedback on their progress in both courses and practical project work.

The assignment of final year thesis also, follows a well structured approach, which to a high degree aligns students interests to currently available projects.



### Strengths

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

Extensive laboratory facilities including a 'Formula student' car. The students can carry out hands-on laboratory work on multiple aspects of automotive engineering.

### Areas of improvement and recommendations

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

The system of assigning ECTS for courses needs to be clarified and ultimately standardised. At least some of the instruments, especially on the characterisation side, need to be upgraded. Virtual laboratory tools would also be nice to develop.

Despite the keen interest from the Management team of the University, the number of female students is very low. The management must keep on trying to change it and must seek for new ways of doing it.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Partially compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

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

### Sub-areas

#### 5.1 Teaching and Learning resources

#### 5.2 Physical resources

#### 5.3 Human support resources

#### 5.4 Student support

### 5.1 Teaching and Learning resources

#### Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

### 5.2 Physical resources

#### Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

### 5.3 Human support resources

#### Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

## **5.4 Student support**

### Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

*You may also consider the following questions:*

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

### Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*



Students have excellent support from teaching staff and administration including scholarships and flexible options for the time of studies. Laboratory facilities, libraries and teaching and study rooms are adequate for the level of education and the current number of students. Program leadership quickly and adequately reacted to the recent COVID-19 related challenges in education, and rapidly boosted electronic communication along with online teaching and services for students. Most students on the program have very practical demands for their education, and these are addressed adequately.

The university subscribes to a number of online resources including the Sciencedirect.

### Strengths

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

Personal approach to students provided by high teacher/student ratio. Students appreciate the accessibility of teachers and the personalised support of academic staff.

### Areas of improvement and recommendations

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

Teaching materials on most courses starting from recommended course literature must be updated.

**Please select what is appropriate for each of the following sub-areas:**

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

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

### Sub-areas

- 6.1 Selection criteria and requirements**
- 6.2 Proposal and dissertation**
- 6.3 Supervision and committees**

### 6.1 Selection criteria and requirements

#### Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
  - *the stages of completion*
  - *the minimum and maximum time of completing the programme*
  - *the examinations*
  - *the procedures for supporting and accepting the student's proposal*
  - *the criteria for obtaining the Ph.D. degree*

### 6.2 Proposal and dissertation

#### Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - *the chapters that are contained*
  - *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - *the minimum word limit*
  - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

### 6.3 Supervision and committees

#### Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*

- reports per semester and feedback from supervisors
- support for writing research papers
- participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.

You may also consider the following questions:

- How is the scientific quality of the PhD thesis ensured?
- Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?
- Can you please provide us with some dissertation samples?

### Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

N/A

### Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

N/A

### Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

N/A

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

## D. Conclusions and final remarks

*Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.*


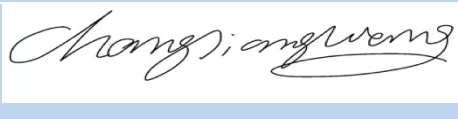

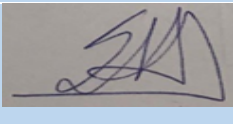
In general, this is a functional program worthy of continuation. It is well set for addressing present ground-level needs in the Cyprus market. However, it does very little to prepare students for upcoming challenges starting from sustainable recycling needs as well as the increasing number of electric and autonomous vehicles on the roads. Gender equality and development plans based on UN sustainable development goals are named in the program presentation. However, the commission would like to see more specific steps that are under way or are at least planned for implementation in near future.

### ADDITIONAL COMMENTS ON THE APPLICATION

- All course descriptions must have a common format. Learning outcomes and course contents must either be in bullets or numbered.
- Do not mention in learning outcomes, “By the end of the course, students must be able to:”. It is implied.
- Avoid mixing Bold, underlined, double underlined, etc. in course descriptions. Keep the same format in all sub-headings
- In some courses you mention ..
  - AU401 - Vehicle Internal Combustion Engines Design, “The present course belongs in the BSc. in Automotive Engineering programme and provides advanced and specialized knowledge of ICE design, calculation, modelling and simulation which is required for automotive engineers working in research and development of ICE.”
  - AU310 - Computational Fluid Dynamics (CFD) methodology and applications, “The present course is compulsory in the BSc. in Automotive Engineering programme and provides advanced theoretical knowledge and CFD methodologies for flow simulations.”
  - It is redundant information
- AU110 – expand it to include current types of vehicles
- AU201 - Mechanics of Automotive Engineering Materials with Lab (do you need to say that, as most courses have labs)
- AU206 - Electronic Management Systems, course purpose is different .. it is on ICE .. nothing about electronics

The course aim is to introduce students to the concept of Vehicle Internal Combustion Engines Management, basic considerations and terminology. Students should be able to recognize basic components, comprehend the fundamental background theory of vehicle ICE system management, and practical skills and attitudes on servicing and repairs of the vehicles ICE systems in the automotive laboratory.

### E. Signatures of the EEC

Name	Signature
Nikolaos Bilalis	
Chang Wang	
Dmytro Orlov	
Soteria Elia	
Click to enter Name	
Click to enter Name	

**Date:** 25/07/2022