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Date: Date.

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

- **Higher Education Institution:**

American University of Beirut- Mediterraneo (AUB
Meditarraneo)

- **Town:** Pafos

- **School/Faculty (if applicable):** Faculty of Engineering

- **Department/Sector:** Department of Industrial
Engineering & Engineering Management

- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Πτυχίο Πολιτικού Μηχανικού και Αειφόρου
Σχεδιασμού [4 ακαδημαϊκά έτη, 244 ECTS, Πτυχίο (BSc)]

In English:

“Civil Engineering and Sustainable Design” (4 academic
years, 244 ECTS, Bachelor of Science)

- **Language(s) of instruction:** English

- **Programme's status:** New
- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

Introduction

This part includes basic information regarding the onsite visit.

This report is prepared for the evaluation of the BSc programme in Civil Engineering and Sustainable Design, at the Department of Industrial Engineering & Engineering Management, American University of Beirut- Mediterraneo (AUB-M).

The members of the External Evaluation Committee (EEC) have analysed the available material related to the programme: the detailed application report of the AUB-M including programme objectives and intended learning outcomes, its structure, the profiles of the faculty members, course distribution and descriptions, evaluation and admission procedures, regulations and procedures for quality assurance, online material and information being available through the AUB-M website.

The Committee visited the University on February 20, 2025, and held the meetings with the President of AUB-M, the Rector and the Vice-Rector of Academic Affairs and Dean of the Faculty of Engineering, the Director of Institutional Accreditation and Quality Assurance, the Chairman of the Department of Civil and Environmental Engineering of the parent institution American University of Beirut in Lebanon (AUB), the faculty and teaching staff, along with members from other faculties planned to contribute to the new programme, student representatives (of current BSc and MSc programmes), members of the External Advisory Board, and the technical and administrative staff including the Head of administration and members of the admissions office, the registrar, the student affairs office, the student counselor, the educational accessibility office, the office of international programmes, the office of communications and the housing office. All the meetings were accompanied by intensive and open discussions of all the relevant topics. Additionally, the members of the EEC visited the premises of the institution (library, teaching rooms, computer labs, research facilities and were briefed by the Dean of Faculty of Engineering and the IT manager regarding the available infrastructure. During the exit discussion, the Rector and the Dean of the Faculty of Engineering were briefed about key findings and were provided with ample opportunity to seek or provide clarifications about any additional questions that came up in the evaluation process.

The following report has been compiled based on the available documents, presentations, and open exchange of the opinions between EEC and the Dean of Engineering, key officers, faculty members and other staff, students and external stakeholders who interacted during the visit of the University. The EEC main objective has been to provide an unbiased and constructive report and an external view on CY-QAA compliance and the possible ways of its improvement and further development.

A. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Professor Andrew Heath	Chair	University of Bath
Professor Yong Lu	Member	University of Edinburgh
Professor Konstantinos Noutsopoulos	Member	National Technical University of Athens
Adonis Christodoulou	Member (Student)	University of Cyprus
Myria Loizidi Papanastasiou	Member (Professional Body)	Representative of the Cyprus Scientific and Technical Chamber (ETEK)

B. 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:*
 - *is a part of the strategic management of the program.*
 - *focuses on the achievement of special goals related to the quality assurance of the study program.*
 - *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*
 - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
 - *integrates employer surveys to adapt to evolving workplace demands.*
 - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
 - *is published and implemented by all 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*
- *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
- *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
- *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*
 - collaborates with industry experts for curriculum development.
 - conducts joint reviews with external academic specialists to maintain academic rigor.
 - performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.
 - establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.
 - conducts regular feedback sessions with local community leaders for societal relevance.

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*

In addition, the program has established mechanisms of transparency & communication to ensure that

- Professional bodies validate program descriptions and outcomes.
- Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- Industry-specific & societal information is regularly updated with expert inputs.
- Alumni testimonials are included for a realistic portrayal of program outcomes.

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
 - *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*
 - *industry trend analysis.*
 - *feedback mechanisms from external partners/stakeholders*
 - *data exchanges with professional networks*
 - *employer insights concerning career readiness*
- *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?*



- *How and to what extent are external stakeholders involved in the quality assurance process of the program?*
- *How is external stakeholder feedback gathered, analyzed and implemented?*
- *In what ways do external stakeholders assist in making program information publicly available?*
- *How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment 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 policies for quality assurance are well designed and appropriate for the programme. They are based largely on the AUB policies and procedures which have been developed over more than 150 years but are adapted for the Cyprus situation when required. The policies and procedures cover all expected areas and AUB-M has continued to update them even since it started two years ago, for example developing a committee to look at how to incorporate the use of generative AI appropriately - so that students understand and are able to use AI while ensuring academic integrity is maintained. While the AUB-M is much smaller and therefore more agile than AUB in terms of changing policies and procedures as needed, there is a clearly stated desire to keep AUB-M aligned with AUB when possible to make sure the two organisations do not deviate in their approach. While at some point in the future there may be a separate Civil Engineering department, the intention is to keep civil engineering staff within the Industrial Engineering department until numbers grow, and this is a practical approach with a new area of study.

There are effective processes in place for the design of new programmes and all programmes at AUB-M are in effect new. The courses are all designed to fit the strong ethos of AUB and AUB-M to include a breadth of knowledge (American liberal arts approach). The processes for approval may need to be slightly refined to take into account the requirements of professional bodies operating in Cyprus. When the Industrial Engineering course was initially developed it did not include ETEC requirements and it appeared as if the course design team were not fully aware of these. The Civil Engineering and Sustainable Design team were also not fully aware of the ETEC requirements when initially designing the programme, but have indicated they are willing to be flexible provided it does not conflict with the AUB / AUB-M ethos. It may be worth considering including a step of investigating professional body requirements during programme design as this may help students being able to practice across Europe. If AUB-M investigate the professional requirements and decide not to follow them and not have students able to register as a professional engineer without further studies, that should be a formal decision rather than an unexpected side effect. While AUB-M has not been in existence long enough to require periodic review or updating of programmes, they have ready to use approaches from AUB, including staff who are used to these approaches. External stakeholders from industry in Cyprus and around the world were consulted in the design of the programme and they indicated they believed the programme would fit the needs of the modern market.

More details on ETEC requirements will be in the separate but associated ETEC report but in terms of the CY-QAA requirements linked to international standards, it would normally be expected that some of the optional content would be compulsory. The specific topics which would normally be considered compulsory in a civil engineering programme are steel structure design and, for civil engineers from countries where there is a high risk of seismic activities, structural dynamics and earthquake engineering. The visiting team was not aware of any other courses in seismically active zones which do not include a compulsory course on structural dynamics and

seismic design. Both of these courses (CIVE 412 and CIVE 616) are currently listed as optional. The rest of the expected content is covered in the course design. The EEC team believe it would be fairly simple to make these compulsory without negatively affecting the ethos of the course or the student experience. Options to add these two to compulsory courses could include moving CIVE 421 (Engineering Project Management and Economics) to the option list in year 4 (management is not a compulsory topic with ETEC and is normally understood best by students after they have completed practical training), moving CIVE 460 (Transportation Engineering and Design) to the optional list or moving CIVE 302 (Data Science for Engineers) to the Math and Basic Science list (and drop one of the other existing courses of general education). The AUB-M team could propose different mechanisms to move the two courses to the compulsory list (such as reducing the number of options or having options linked to the general education programme). It may be possible to embed some elements of project management into the capstone or other projects if management is moved to the optional list. There is a large option list and there may be situations where very few (or even no students) select an option and it may be worth considering whether such an extensive option list is required at this time. One topic which was not listed but could be relevant as an option is coastal engineering.

The public information on the programme is limited and the majority of this is because the programme has not started yet and AUB-M are unable to advertise it without approval. They are also unable to publish pass rate and other relevant statistics and graduate testimonials from the programme until some students graduate. While information from AUB or other programmes at AUB-M are expected to be used, when this information is eventually published it must make it clear that this is from a different programme until the first cohort are able to graduate from the Civil Engineering and Sustainable Design course. The AUB-M website is currently not of high quality but that is because they are in the process of developing the website and it does take time. The approach to develop the public information and website at the same time as developing the new programme is appropriate and is really the only feasible option in a situation like this.

While the use of information management could not be demonstrated (because it is a new programme and therefore no students yet), the systems and procedures are in place for this to happen and these have been tested at AUB and on other programmes at AUB-M, so there is a high degree of confidence that they will be appropriate.

Strengths

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

- The approach to use the AUB processes, standards and procedures when possible, but adapt to the local requirements is a strength and should continue.
- The way that the academic staff interact with the students, administrative and technical staff is an example of good collaborative practice and is likely to ensure any problems related to the course are addressed as soon as possible and in an effective manner. It will be difficult to maintain this collaboration as the university grows, but trying to maintain it would be beneficial for all.

- The vision and approach of the staff is a major strength - having a “can do” attitude has ensured that the foundations are in place to grow a successful programme. It is difficult to think of anything else AUB-M could have done to be better positioned to run successful programmes two years after starting the university.

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.

- It is recommended that the process for approval of new programmes in any subject area investigate professional body requirements if appropriate. If a decision is taken that these requirements are not to be followed for any particular reason, that should be a formal decision rather than an unexpected side effect. Programmes should still meet expected international standards as expected by CY-QAA.
- The programme structure should be adapted to include steel structures and structural dynamics / seismic design as compulsory courses. The visiting team believe this can be done without detrimentally affecting the ethos of the university and programme.
- The website needs to be developed as soon as possible to include the required programme information, but also other key information about AUB-M. While some areas of the website are well designed and clear, others are not yet at this high standard. AUB-M staff indicated that the upgrading of the website is ongoing.

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	Partially compliant
1.3	Public information	Partially Compliant
1.4	Information management	Compliant

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

Sub-areas

2.2 Process of teaching and learning and student-centred teaching methodology

2.3 Practical training

2.4 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.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

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.*
- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

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.*
 - *The time allocation for each assessment task is explicitly stated in course outlines, ensuring students are aware of the expected workload.*
 - *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

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 new BSc program "Civil Engineering and Sustainable Design" aims to develop skills that are currently needed in a modern environment with focus on Sustainability, while at the same time provide its students with more broad knowledge through a variety of elective courses. The program offers American style liberal arts education with a strong fundamental knowledge of basic subjects (mathematics, physics, chemistry, programming, biology), all major civil engineering aspects and an appreciable cover of General Education background. The total number of credits are 244 ECTS practically corresponding to a sum of 39 courses (29 compulsory courses corresponding to 190 ECTS and 10 electives corresponding to 54 ECTS). Three out of the ten elective courses refer to the core of the civil engineering discipline, while the rest of the electives are courses provided from other departments serving the liberal arts educational style of the offered program. Based on the program's structure, the students are engaged early in the program (1st semester) with the civil engineering discipline through three compulsory engineering

courses (CIVE 200, 201 and 202) introducing early design aspects, engineering drawing and systems sustainability. The EEC welcomes this practice, as this way the students are engaged with engineering thinking from their first period and are given a nice introduction on what to be expected throughout their studies.

A variety of basic and allied courses (20 in total) in the new program is provided by teaching staff from other Faculties of the University (e.g. Mathematics, Physics, Biology, Chemistry, Programming, Literature, History, Cultures, etc.). The EEC members found out that it's a good strategy to bring expertise from the other parts of the University to develop this program while rationalizing the teaching efforts within the department.

A typical 6 ECTS course includes 3 hours of teaching periods per week (each period with a duration of 50 min) plus the assignments and teamwork. Additionally, the staff announces office hours. This provides enough room for communication between students and teachers. Based on the meeting of EEC with students from other ongoing programs, very positive, informal and respectful teacher-student relationships were evidenced.

The course assessment of the students involves several evaluation methods including final examination. There is generally a good coverage of different assessment methods used by the faculty to assess students' ability to achieve learning outcomes in different courses. Most of the courses are evaluated based on the results of their homeworks, mid and final term exams. Other means of assessment are also considered such as class participation, quizzes, reports, case study analysis, etc. The assessment methods meet the European Qualifications Framework. The grading procedures are usually described in the course descriptions, and the students are made familiar with them at the start of the term. However, the grading rules of each course need to be further analysed in a measurable way. All the teaching is offline face-to-face; the distant learning is not used, although there is the option of class recording in case of need.

The courses are regularly assessed by the students while providing feedback about the effectiveness of teaching. The Dean and the relevant staff member of the Department analyse the student feedback to improve the course and teaching in the future. Students' assessments regarding the teaching process is fed back to them regarding what actions will be taken by the staff members to improve the teaching in the next term. The Department will also provide the students with personalised feedback for their progress at least twice per semester (based also on the results of midterm and final examinations).

The program does not include a dedicated thesis. The final capstone sustainability project is undertaken by the students working in teams and working in multidisciplinary projects. All faculty members are active researchers and integrate research in their teaching.

An eight-week training experience in the industry or in a research setting is foreseen to take place at the summertime after completing the third year of study.

The University provides centrally training sessions for both faculty members and students regarding academic misconduct and plagiarism policy. A specific plagiarism detection software is available through the library to all faculty members.

The student workload is compatible with the Bologna Process.

There are no restrictions on the admission of mature students.

Strengths

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

- The programme and the university as a whole have an international character aiming for their students to be able to work around the world, while the students feel that they are part of an international environment.
- The program offers a well rounded education, providing the students with soft skills together with the technical skills that are needed.
- The small number of students in each class encourages the interactions between students and teachers thus enhancing the learning process.
- Students are encouraged to participate in student clubs and further develop their interests.
- Access to academic support from the academic staff is easily accessible to the students.

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 course descriptions need to be revised in order to provide up-to-date and in detail information on the course learning outcomes which should be clearly linked with programme learning outcomes, the assessment and all other aspects of the educational process. Furthermore, course descriptions should also clearly articulate the share of each assessment method in the overall grade.
- The EEC encourages the Department to further explore its relations with the local industry in order to assist the industrial placement of its students for the needs of practical training course. Accordingly the option of internships should also be explored by University as it is currently practically absent.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
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.

The recruitment and promotion of teaching staff follows the University procedures. The recruitment process is a well-established and transparent formal process involving international advertisement of vacancies, applications, shortlisting, interviews, and assessment through committees including external members to the department. Teaching is in English which opens the recruitment to a broad range of international faculty. The University has set up systematic academic processes for continuous faculty evaluation (e.g. faculty annual evaluation, faculty reappointment review, promotion and/or tenure procedure, post-tenure review) which are based on several criteria such as their teaching performance (considering the students' evaluations), research activity, technical skills and international mobility.

Support services are centrally available from the university and the department to assist new faculty members. The Institute of Liberal Arts conducts workshops for faculty members to promote their teaching efficiency and effectiveness. Professional travel grants are also available to faculty members to facilitate attendance to conferences, meetings and other professional development opportunities. Teaching awards are also offered by the University for teaching excellence. The University through the Office of the Provost organizes several activities for new faculty regarding university's policies, procedures and culture, while faculty mentoring is also available at a departmental level. A Faculty handbook is available outlining university's policies, regulations, and expectations. All new teaching staff members are receiving a start-up funding grant to support their research and innovation in teaching. The department has established a research promotion team to help faculty members organize their research plan. Teaching staff performance is monitored through research evaluations and evaluations by students for all taught courses. Each member of the teaching staff along with the Head of the Department is given access to the student evaluations.

The teaching procedure for the new programme is planned to be undertaken by the existing faculty members along with faculty being seconded from the American University of Beirut (AUB) and new members that will be recruited. Currently there is only one permanent faculty member in the core civil engineering discipline (and one more in engineering management) and seven faculty members from other departments, all full-time engaged, while there are twelve more faculty from the Department of Civil and Environmental Engineering of the AUB that can be seconded for a certain period to undertake teaching of CIVE courses. The average workload of the teaching staff is planned to be around 6 teaching hours per week. According to the existing plan, before commencing operation for the first year of the new programme, two additional new faculty will be recruited, while if needed the rest of the teaching will be undertaken by secondees from the Department of Civil and Environmental Engineering of the AUB. For the needs of the second year of the project, two more faculty members will be recruited and this will go on for the first four year period. By following this approach (two recruitments per year) after closing the first cycle of studies (four years), the department plans to have around ten faculty members to teach the CIVE courses.

The existing teaching staff present adequate qualifications for implementing the new undergraduate programme of study. They have very good undergraduate and graduate qualifications, while their publication track record is satisfactory confirming the strong research orientation of the department. Most of the teaching staff have a strong presence in international networks and committees, while all conduct research. They have also established strong collaborations with foreign universities, governmental agencies, local authorities and the industry. Their research activity is appreciable thus promoting a strong linkage between teaching and research.

Strengths

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

- The fair, transparent and well-established processes followed for the recruitment and the promotion of teaching staff.
- The enthusiasm and the collegial environment of the faculty members to deliver a high status new undergraduate programme of study.
- The strong international presence and collaborations of the teaching staff.
- The several efficient support mechanisms available for new faculty members.

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.

- While it is understood that the Department cannot recruit new faculty members before the accreditation of the new programme, the EEC strongly believes that it is absolutely needed for the Department to develop a detailed strategic staff recruitment plan with a time horizon of at least the next four years. Besides recruitment, other options can also be regarded in the plan such as secondment from AUB and, preferably, use the option of visiting professors, while ensuring that at least 70% of the faculty will be full-time engaged.

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	Partially compliant
3.3	Synergies of teaching and research	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 proposed CESD programme has a comprehensive and detailed set of requirements for student admissions, which takes advantage of the well-established admission practice of the existing civil engineering programme at AUB, and combines with the specific AUB-M situation of expected applicants from international background as well as applicants from Cyprus. Like other undergraduate programmes at AUB-M, CESD is four-years in duration, is cohort-based with one admission cycle per year and all students start in the fall term. The basic admission requirements follow general common standard of completing 12 years of schooling in one of the recognised

programs including IGCSE (O-Levels), IB Certificate, or any other school leaving certificate such as Lebanese Baccalaureate, French Baccalaureate, among other recognised certificates.

Whilst there is no data yet to demonstrate the implementation of the admission process due to this being a new programme, the experience as demonstrated in the admission of other programmes that have already started at AUB-M provides reasonable assurance that the pre-defined admission process and the stated criteria can be implemented in a consistent and transparent manner.

There are clearly defined methods that allow prior learning and results from other higher education institutions to be transferred to the present programme. Upon presenting the required documentation, students may receive credit transfer for courses taken at another recognized university subject to the courses matching AUB-M requirements in terms of contents and assessment.

Most of the courses in the CESD programme correspond to 6 ECTS credits. In order to be awarded the Bachelor's degree, a student has to complete a four years program with 244 ECTS credits (30-34 ECTS per semester), in agreement with the requirements of the Cyprus Scientific and Technical Chamber (ETEK). Several opportunities are provided to strike balance among basic and applied sciences and applied engineering within the norms of the discipline. There is a compulsory fourth year capstone sustainability project which is a design project carried out in groups. Each group of students has to design a different multidisciplinary project related with several aspects of the civil engineering discipline (structural, transportation, geotechnical, hydraulic, environmental, etc.) under the supervision of different faculty. At the end of the final semester, the projects are being evaluated by a group of faculty members.

The evaluation of students' performance and promotion, along with the procedure for graduation and granting of awards is based on AUB-M credit system. There is generally a balanced distribution of grades across assignments in individual courses. Courses typically use a mixture of assessment methods ranging from quizzes, midterm exam, final exam, participation in class, along with case study analysis, projects and assignments where appropriate.

Progress requirements are clearly defined and described in sufficient detail. Students' progress in their studies is tracked with a system that enables monitoring, both by the instructors and the students themselves, the cumulative achievement in individual courses and within the whole programme. Grades are aggregated giving an indication of the status of the student's progress in the curriculum as well as status of meeting prerequisites, and the overall cumulative average. Students have an appointed academic advisor, which is a member of the teaching staff. Small numbers anticipated in the new program of study will allow for direct and personal contact. The advisor follows-up the students' academic progress and guides them, particularly in connection with any problems faced in their academic performance.

There is no provision for resit of exams, and failed courses will be retaken typically in a following year. However, students who miss an exam or any other assessment component such as a quiz with valid reasons, usually on medical grounds, will be allowed to do make-up for the missed

exam. There is a system in place to provide students in such situations advice and support involving the instructor, student advisor, and relevant faculty committee where appropriate.

There is a robust students' course performance recording system in place, and academic achievements of students will be reflected in detail in their transcripts. From conversation with staff during the site visit, there is continuous recognition of the academic achievements of students during their study at AUB-M, such as class medal, Dean's list. (it is recommended that such recognitions should be detailed in the programme descriptions).

Strengths

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

- There is a highly motivated and professional team at AUB-M looking after the publicizing and student recruitment processes at AUB-M.
- From the experiences of students from other programmes that are already in their first and second year of running, there is a very good instructor-student relationship and effective interaction atmosphere, this is expected to extend to the new programme once it gets started.
- Teaching and administrative staff are very accessible, and student support is readily available.

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.

- It is understood that there is a system in place for recognition of academic achievements of students during their study at AUB-M, such as Dean's list, distinction and high distinction in the graduation certificate. It is recommended that such recognitions and the corresponding criteria are clearly detailed in the programme description.
- Also, to echo the recommendation in section 1 of this report regarding consideration of possible adjustment of the course programme in view of the minimum requirements stipulated by ETEK, it would be helpful, for student recruitment and for the progression of ongoing students, that several possible career paths be mapped out, so that students who aspire to become a professional engineer in different areas of specialisation, or otherwise, will have a clear perspective of the degree programme and the course structure and how to organise the choices of elective courses.

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	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.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

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.

The EEC team were not able to see online learning resources specifically for the Civil Engineering and Sustainable Design course as it has not started yet. Based on discussions with students from the Department of Industrial Engineering and with staff, it can be concluded that the teaching and learning resources are at a good standard, with Moodle as the virtual learning environment which is hosted by AUB in Lebanon, but with very good high speed internet access. This means that AUB-M does not need to have its own instance of Moodle which ensures there is a well supported platform and access to high level technical support which is a benefit of the links to AUB. The library has a full and appropriate range of online materials needed to support learning, again linked to AUB. These links to the main AUB online learning resources should mean there is no issue with scaling up as AUB-M grows. In addition to the AUB resources there is IT support and a dedicated data centre on the AUB-M campus (backed up to Microsoft) to ensure stable learning resources.

The teaching classrooms are appropriate to teach the necessary classes and there are computer labs which will have dedicated software (e.g. CAD, finite element packages) installed. If the recruitment to the course is more than expected there may need to be a different approach with hosting of software on virtual desktops (e.g. Microsoft Azure Virtual Desktop) and students using their laptops to log into the virtual machines, but this is unlikely to be an issue for a number of years (and will be a good problem to have). The library informal learning space was quite full at the time of the visit and more informal learning space capacity may be needed if numbers across AUB-M increase. There were no suitable laboratory facilities at the time of the visit, but there was a room that had been identified to be a teaching laboratory for both mechanical and civil engineering. It was an appropriate size for teaching groups of up to 25 students and had suitable power, water and drainage in place, as well as safety equipment such as a wash station. The staff from AUB-M indicated they were going to bring some excess laboratory equipment from AUB and purchase some additional new equipment which is an appropriate and sustainable strategy. The intention is to get some equipment so serve both civil and mechanical engineering and it is suggested that AUB-M look at what the University of Sheffield has done to share laboratory equipment and facilities across engineering (although at a much bigger scale):

<https://www.mdpi.com/2311-5521/5/4/206>. The first AUB-M laboratory classes would be taught in about September 2026 (provided that the programme starts in September 2025) so there is

sufficient time to get this in place. The laboratory manager from AUB was present at the visit and is responsible for working with the teaching staff to set up the laboratory. She was knowledgeable and a graduate with a masters degree in civil engineering so is an appropriate person to fulfill this role. AUB-M aim to recruit a laboratory manager to be based at AUB-M and it is essential that this person work closely with the existing AUB laboratory staff to develop into the role.

Discussions with students revealed a small level of frustration with facilities for extra-curricular activities, particularly a lack of dedicated sports facilities. They were thankful for free or subsidised access to sports and other facilities in Pafos, but did feel dedicated facilities would be better. The AUB-M staff indicated these are planned for construction.

There is a range of student support in place, and the team is growing. The approach has been based on that of AUB with disability support and a councillor for students who have particular difficulties with studies, support for housing and support for visas and admissions. Because of the current small size of AUB-M, some roles had only one person fulfilling it, but in all cases there was informal cross-cover (e.g. disability service and counseling service) to ensure there was no single point of failure. This cross cover may not be needed as AUB-M and therefore staff numbers grow.

Discussions with students showed they knew where they could go for support and believed they generally received a high level of support. There are robust procedures in place to allow transfer from other universities and for students to transfer to other institutions if needed. Most students are from outside Cyprus so do need additional support with accommodation and visas and this had been provided. Students expressed concerns about visas and the link to any working as most were international students. There appeared to be changing requirements for visas from the Government and this had created uncertainty. The admissions team were able to help where possible but were also frustrated by the changing visa requirements. This may be a particular issue when students are looking to undertake practical training between years 3 and 4 of the programme. Many may have to leave Cyprus to be able to do this which has some benefits, but also will limit the exposure of the students to working practice in Cyprus which is undesirable. Students will have excellent opportunities to investigate research through research-led teaching but also the potential to conduct their own research linked to the capstone project where the approach followed at AUB (small groups working on a multidisciplinary challenge project) will be used.

Strengths

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

- The classroom teaching facilities are at a good standard and have appropriate technology for teaching the programme.
- The virtual learning environment (Moodle) is well supported through links to AUB which ensures there is a large supporting team which is unusual for a small institution like AUB-M.
- There are good processes and staffing for student support in place and students are aware of where to go for support.

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.

- It is recommended that the planned installation of laboratory facilities is kept on track and monitored by CY-QAA, with advice from the EEC team if needed. The first cohort will need laboratories in September 2026 so a check on facilities before the summer of 2026 should be undertaken.
- It is recommended that plans for practical experience, and the issue of how this is impacted by visa availability be drawn up. The first cohort will only need to complete their practical experience in the summer of 2028 and the numbers in this first cohort are likely to be small so should be easy to manage. There will be a few years to develop these plans.

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	Partially 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?*
- *Are the criteria reflected in 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

C. 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.

The university has only been operating for about 2 years, with some buildings only open for a few months. The bachelors degree in Civil Engineering and Sustainable Design is a proposed programme and there were therefore no students available and the facilities were not fully completed at the time of the EEC visit. In spite of that, the EEC has a high degree of confidence that AUB-M will be able to deliver the programme in accordance with CY-QAA requirements and students should have an excellent overall experience.

The proposed syllabus is unusual for a civil engineering related degree and this is down to the strong ethos of AUB-M which is maintaining the American liberal arts approach of its parent institution, AUB. Because of the strong links between the two institutions, there is a high level of support and experience for AUB-M, much more than would normally be expected for a new university. AUB is a highly ranked international institution with over 150 years of history and the reputational risk to AUB should AUB-M fail to provide a high quality teaching experience and high quality graduates would be severe, and this potential reputation risk helps to ensure that AUB-M will be well supported by AUB to achieve its aims.

Most of the recommendations and concerns about partial compliance in the report are linked to the Civil Engineering and Sustainable Design degree being a new degree and this means full staffing and full facilities are not needed or in place now (therefore not fully compliant at the time of the visit) but need to be in place in a staged approach over the next few years. The plans for these to be in place should be monitored to ensure CY-QAA compliance and a good student experience. The key areas that need development to ensure full compliance are:

- The website needs to be updated with the new programme information but also needs overall development to include procedures.
- There should be a plan developed and implemented to ensure staffing is in place before a particular new year or topic is taught, and that staffing is in line with CY-QAA requirements.

- There should be plan to ensure that the planned laboratory classes can be delivered. The physical space is in place, but equipment and staffing need to be in place before the laboratory classes are taught in the 2027/28 academic year.

The only area of recommendations not down to the new University and programme is linked to some of the essential topics in the syllabus and how this leads to ETEC accreditation and expected international standards. Some recommendations are made in this area, and there are more detailed recommendations in the associated but separate ETEC report.



D. Signatures of the EEC

Name	Signature
Professor Andrew Heath	
Professor Yong Lu	
Professor Konstantinos Noutsopoulos	
Adonis Christodoulou	
Myria Loizidi Papanastasiou	

Date: 21 February 2025