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ΘΕΜΑ: Αναβολή λήψης απόφασης “Interdepartmental Postgraduate Program “Energy Technologies and Sustainable Design” (IPP-ETSD, M.Eng. 3-8 semesters/90ECTS & M.Sc. 3-8 semesters/114 ECTS)- University of Cyprus

Έχω οδηγίες να σας ενημερώσω ότι το Συμβούλιο του Φορέα κατά την 45^η Σύνοδό του, η οποία πραγματοποιήθηκε στις 3 και 4 Σεπτεμβρίου αποφάσισε την αναβολή λήψης απόφασης για το υπό αξιολόγηση πρόγραμμα σπουδών “Interdepartmental Postgraduate Program “Energy Technologies and Sustainable Design” (IPP-ETSD, M.Eng. 3-8 semesters/90ECTS & M.Sc. 3-8 semesters/114 ECTS)- University of Cyprus”.

Σημειώνεται ότι θα πρέπει να αποστείλετε όλες τις αλλαγές διότι ο Φορέας δεν μπορεί να βασίσει απόφασή του σε δεσμεύσεις του ιδρύματος για μελλοντικές ενέργειες.

1. Η ΕΕΑ σημειώνει την ανάγκη ύπαρξης συστήματος διασφάλισης της ποιότητας και σε επίπεδο προγράμματος.

«A clear quality assurance procedure and path for approval of changes in the programme exists at departmental level. However, there is less structure visible at the program level. Program committee meetings appear not specifically aimed at quality assurance. Every two years a change of programme coordinator is an opportunity for review of the program, but it is not mandatory. Input from students seems sporadic and mostly relates to problems in specific courses. The students are not aware of any regular procedure for providing input at the program level. Apparently, there is no program-level input from external stakeholders such as industry». (Έκθεση ΕΕΑ, σελ. 2-3)

Στην απάντησή σας, ημερομηνίας 29 Αυγούστου 2019, συμφωνείτε με την άποψη της ΕΕΑ αλλά δεν σημειώνονται οι συγκεκριμένες ενέργειές σας προς την κατεύθυνση αυτή.

«Nevertheless, these were indeed implemented following informal processes (i.e. as part of the School Council meetings umbrella) and we agree that this review as part of a quality assurance process should be formally established and regularized. And we will take the necessary actions to introduce this formally». (Απάντηση ιδρύματος, σελ. 1)

Το ίδιο υφίσταται και σε πολλά άλλα θέματα τα οποία αναφέρετε στην απάντησή σας ότι θα εξεταστούν για ανάληψη δράσης.

Ενδεικτικά,

«There is a need for a formal Annual Review and development procedures at the programme level. The review should consider aspects such as technology changes, students' feedback, and the changing market requirements for graduates. The review should consider aspects such as: program specification, forward planning budget, and resource provision.» (Έκθεση ΕΕΑ, σελ. 4)

«Inputs should be solicited from external stakeholders, for example by performing a market study including: demand for graduates, skill set requested

by potential employers, competing programs, both national (Cyprus + Greece) and international (for consideration of an English version of the program).» (Εκθεση ΕΕΑ, σελ. 4)

«Analytical information on students at a programme level, like key performance indicators on drop out rates, grading etc. both annual and as trends over the years was apparently not available to the programme coordinator or to the EEC.» (Εκθεση ΕΕΑ, σελ. 15)

«The interdepartmental format of the programme, and the departmental split between four departments, needs to be more clear for students as sometimes they seek help or information directly from the departments when instead they need to go to interdepartmental administrator.» (Εκθεση ΕΕΑ, σελ. 16)

«The Academic Supervisor is currently also the Pastoral Advisor – it is best practice to have these roles separated, so that the students have a trained Pastoral Advisor to turn to if they are experiencing any issues with their Academic Supervisor, and who is more familiar with mental health and wellbeing issues, and aware of all the resources the University has for supporting students in these areas» (Εκθεση ΕΕΑ, σελ. 19)

«The University/Programme should take a more pro-active role to ensure that all students have a meeting at least once a year, independently of the Academic team, with their Pastoral Advisor to pro-actively check on their wellbeing.» (Εκθεση ΕΕΑ, σελ. 19)

2. Η ΕΕΑ σημειώνει ότι τα μαθησιακά αποτελέσματα θα πρέπει να είναι διατυπωμένα με σαφήνεια. Στην απάντησή σας θα πρέπει να διαμορφωθεί και να σταλεί στον Φορέα η κοινή μορφή περιγραφής των μαθημάτων.

«Learning outcomes are not clearly defined, both at the program level and for many of the individual courses». (Εκθεση ΕΕΑ, σελ. 3)

«Based on the material available to the EEC, we recommend that the intended learning outcomes for the individual courses as well as for the programme to be identified more clearly.» (Εκθεση ΕΕΑ, σελ. 10)

«A standardised/uniform template for Course Descriptions will be formulated. This template will include specific guidelines for the instructors to clearly state the intended learning outcomes of their course» (Απάντηση ιδρύματος, σελ. 1)

3. Θα πρέπει να αναφέρετε συγκεκριμένα την αιτιολογία για τους δύο τίτλους που απονέμετε, M.Eng. και M.Sc. και πώς αντιμετωπίζετε τις πιο κάτω παρατηρήσεις της ΕΕΑ.

«Some students have reported that they find the courses to be easy compared to their undergraduate experience. This is not a major concern for the professional M.Eng. program where the main goal is developing the interdisciplinary understanding of the students rather the depth of disciplinary knowledge. However, this approach may be less appropriate for the M.Sc. research oriented programme». (Εκθεση ΕΕΑ, σελ. 3)

«Some of the courses seems to be at an academic level that is too low for a research oriented M.Sc. degree, compared to disciplinary M.Sc. programs in this university and elsewhere. This is due to the requirement of making courses accessible to students from a wide range of disciplines. The program should consider offering courses at a higher level to M.Sc. students, possibly taken from the disciplinary M.Sc. programs. In parallel, staff should consider ways for students from different backgrounds to gain the missing prerequisite knowledge and succeed in these higher-level courses. The Capstone project, which is very suitable for the professional M.Eng. program, should be reconsidered for the M.Sc. program. Possibly it could be reformulated as a more research-oriented activity, including an introduction to research methodology. This should be beneficial for students aiming for a research Ph.D. track rather than professional employment». (Εκθεση ΕΕΑ, σελ. 4)

4. Θα πρέπει να ενημερώσετε τον Φορέα για τις αλλαγές σε μαθήματα που σημειώνονται πιο κάτω.

« In any case, the committee will revisit and revise (where necessary) the list of the elective courses to add more interdepartmental value in their context.

Moreover, new courses, exclusively along an interdepartmental philosophy, will be added in the list. To this end, each department will be asked to design and offer interdisciplinary modules that are suitable for students having different engineering/architecture background.» (Απάντηση ιδρύματος, σελ. 4)

5. Επειδή το πρόγραμμα θα σταλεί στην ΕΕΑ για ανατροφοδότηση, να διευκρινιστούν με συγκεκριμένο παράδειγμα οι διδακτικές μέθοδοι και τα διδακτικά υλικά-μέσα τα οποία χρησιμοποιούνται και επιβεβαιώνουν την πιο κάτω απάντησή σας.

«We reassure the evaluation committee that most of the teaching staff is using modern teaching tools and approaches that well include in-lecture polling, quizzes, or videos.» (Απάντηση ιδρύματος, σελ. 8)

Επαναλαμβάνουμε ότι στην απάντησή σας θα πρέπει να διευκρινίζεται και ποια είναι η διάκριση των δύο τίτλων και με ποια κριτήρια.

(Δρ. Ελένη Δεληγιάννη)

για Πρόεδρο Φορέα Διασφάλισης
και Πιστοποίησης της Ποιότητας της
Ανώτερης Εκπαίδευσης