

Doc. 300.1.2

Date: 23/12/2024

## Higher Education Institution's Response

- **Higher Education Institution:**  
Neapolis University
- **Town:** Pafos
- **Programme of study**  
**Name (Duration, ECTS, Cycle)**  
**In Greek:**

Πτυχίο (BSc) στην Πολιτική Μηχανική προσφερόμενο με τη μέθοδο της δικαιόχρησης στο Baoding University of Technology(Κίνα)

**In English:** Bachelor (BSc) in Civil Engineering offered as a franchising program at Baoding University of Technology (China)"

- **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].**

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

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2<sup>nd</sup> column of each table, the HEI must respond on the following:*
  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in \*.pdf format and named as annex1, annex2, etc.*

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>To date the programme appears, on paper, to be consistent with other civil engineering programs within China. Still, several recommendations may be useful for its further development:</p> <p>It is understandable that the programme has been currently designed to promote international mobility; however, in design-oriented courses, the local practice and standards should be incorporated and better reflected. Based on the available information, this aspect is not covered in courses related to design of concrete, steel and timber structures. This issue is important for future graduates who may decide to pursue a professional engineering career in China where local practice, fabrication detailing, material and construction requirements are different than those in Europe. Hence, graduates from the current programme may not have the same opportunity to pass the National Professional Qualification Examination for Registered Civil Engineers that is set by the Chinese government. This matter is important because one of the programme's objectives, as stated in the material distributed throughout the evaluation process is (a) readiness for engineering practice (see PLO7) including technical and professional components; and (b) understanding of the civil engineering profession in a societal and global context (see PLO8)</p>	<p><b>Done.</b> First, we thank the EEC for admitting that the program is consistent with other civil engineering programs within China. Recommendations (in case of further development) are always welcome. Let us first clarify that the main precondition – not stated in the report – for passing the National Professional Qualification Examination for Registered Civil Engineers is the 4 years practical experience before the exams. Thus, different Chinese graduates from universities around the globe have 4 years of practice before passing the Exams, which is ample time to get acquainted with the local Chinese standards. Nonetheless:</p> <ol style="list-style-type: none"> <li>1. We have incorporated industry-oriented seminars as part of the learning process;</li> <li>2. We have established links with construction companies to ensure project-based learning and “learning” by doing type of courses and activities.</li> </ol> <p><b>See, Annex1_ Letters from Construction Companies ensuring field visits and practice</b></p>	<p>Choose level of compliance:</p>
<p>The course #41 (see Page 9 from Programme presentation) discusses the Construction Law and Practice in China as according to the exchange with NUP representatives the professional rights of graduates of the programme would be solely applicable to China; however, in design-oriented courses offered in the Franchise programme, the construction practice is tailored according to Eurocodes and European construction practice, based on (a) the programme presentation and (b) the interview of the academic staff. This does not fulfil the programme objectives and in specific PLO7 and PLO8. Moreover,</p>	<p><b>Done.</b> Seminars related to the design-oriented courses to cover the gap in addition to practice in local companies and project-based learning process have been fully incorporated.</p>	<p>Choose level of compliance:</p>

<p>this appears to be inconsistent with what is currently done in NUP.</p>		
<p>More “learning by doing” type of courses/activities (project-based learning) could potentially improve the overall student experience and further improve team works. This can be done as part of semester projects that may already be in place</p>	<p><b>Done.</b> More learning by doing type of courses / activities and semester projects have been incorporated into the learning process. <b><i>See Annex1_ Letters from Construction Companies ensuring field visits and practice</i></b></p>	<p>Choose level of compliance:</p>
<p>Practices to reinforce the design component of the programme involve as follows: strengthening the connection with local design offices that perhaps involve international activities with projects overseas, the organization of industry-oriented seminars, the leveraging of design studios like what is currently offered by the lecturer in architecture, who was interviewed as part of the evaluation process and who appeared to be knowledgeable of the international constraints and culture in architecture as well as the local culture</p>	<p><b>Done.</b> Connection with local companies has been ensured, including the leverage of the design studio already offered by our staff mentioned in the EEC Report. <b><i>See Annex 1_ as above</i></b></p>	<p>Choose level of compliance:</p>

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>As the programme becomes more mature more useful statistics on placement will be gathered. It makes sense that the current data is not sufficient to draw conclusions on the placement mechanisms. It would nonetheless help if there were a more organized approach in ensuring students are given ample opportunities for placement. For instance, BUT could consider creating a support team, which is responsible for finding placement opportunities, presenting them to students and resolving problems that occur during placements. This could either be a 'placement office' or it could be introduced as part of the library in either BUT or NUP. Moving forward it would be useful to have a more organized way of students benefiting from site visits organized in Cyprus for other NUP students. For example, the site visits mentioned in page 18 of the NUP Department presentation. This could perhaps be added to the program as a one week (optional) educational trip for the purposes of seeing construction practices in an EU country (for example Cyprus)</p>	<p><b>Done.</b></p> <ol style="list-style-type: none"> <li>1. Students have just entered their 3 Year of studies; thus, placement is perceived at Y3 and Y4.</li> <li>2. Links with selected construction companies have already been established – see letters.</li> <li>3. A Placement Office already exists and functions in BUT supporting the students of the BUT – NUP program.</li> <li>4. BUT and NUP have already agreed on the opportunity offered to the students of the franchise program to realize site visits in Cyprus, benefiting from Leptos Estates construction sites, among others. We are currently working on the logistical and technical aspects of the study tour of our students in Cyprus. The first of those visits has already been <b>fixed</b> for beginning of July 2025.</li> </ol>	<p>Choose level of compliance:</p>
<p>The number of students is small (currently 50 and less than 75), which means that the teaching rooms will be adequate. The (single) lecturer for each course has a reasonable number of student per classroom. However, additional help to the lecturers in handling office hours would be useful.</p>	<p><b>Done.</b> Each lecturer has been assigned extra staff to help them in handling office hours.</p>	<p>Choose level of compliance:</p>
<p>The committee further notes that the number of teaching staff is small given the number of enrolled students, and each lecturer is responsible for multiple courses, which further overburdens teaching hours. There will be a separate recommendation regarding the number of staff in a later section which will also benefit the student experience.</p>	<p>See our response in a later section, as stated by the EEC.</p>	<p>Choose level of compliance:</p>
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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



### 3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The teaching rooms and laboratories could be modernized to ensure that a high quality of studies is retained, especially if the programme grows further. Moreover, the committee noted additional safety requirements to be incorporated in some of the laboratory halls and around mechanical equipment that is known to be potentially dangerous to students (e.g., vibration table, no safety precautions on available pressurized chambers that were demonstrated during the visit, and safety regulations on equipment are all written in Chinese, whereas English shall be favored in this case)</p>	<p><b>Done.</b></p> <ol style="list-style-type: none"> <li>1. Lecturing takes place in newly constructed classrooms with all modern equipment – <b>See ANNEX2_photos classrooms</b></li> <li>2. English language safety regulations on equipment have been uploaded to Moodle <b>See ANNEX3_ENGLISH LABORATORY REGULATIONS</b></li> </ol>	<p>Choose level of compliance:</p>
<p>It will be extremely beneficial to establish formal agreements between BUT and other universities that provide access to experimental laboratory facilities to ensure that the currently employed faculty staff (especially those employed by NUP) dedicated to the programme could be given a chance for academic promotion based on established research done in China where they are currently employed full-time. This could also improve their teaching capabilities including hands on material and exercises that are tailored to current local practices, fabrication detailing, local quality control criteria and material specifications as well as other practices that are vastly different than those from Europe. This will be extremely beneficial to design-oriented courses given that one of the project objectives is to promote a closer collaboration with local stakeholders and engineering practice and that the programme is solely recognized by the People’s Republic of China based on feedback during the evaluation process.</p>	<p><b>Done.</b>  <b>See ANNEX4_Letter from Hebei University</b> ensuring the compliance with the said recommendation.</p>	<p>Choose level of compliance:</p>



<p>Further improve the teaching and laboratory facilities on campus to support activities associated with project-based learning, integrated courses in architecture and civil engineering. Some of the equipment seems outdated and could be renewed to facilitate the learning experience as discussed during the interview process with the current students and the on-site visit of the existing facilities and classrooms</p>	<p><b>Done.</b> See our response in Chapter 1 of this response. Documentation is also attached.</p>	<p>Choose level of compliance:</p>
<p>Currently, each faculty teaches, on average, four courses (some teach five courses), which is a more-than-normal teaching load. This may not be sustainable for a faculty member to increase their research output. In that respect, the hiring process should be further improved by hiring at least four (4) additional academic staff members to meet the equivalent 14 academic staff members (10 permanent + 4 temporary) that are currently appointed at NUP to facilitate the “same” academic programme but with a considerably lesser number of enrolled students at NUP (about 10 per year) than in the Franchise program in BUP (about 50 to 75 per year). Noteworthy stating that the last recommendation for recruitment at NUP over the next five years was to hire at least three (3) additional faculty members that shall be based in Cyprus</p>	<p><b>Done.</b> We fully adhere to the CYQAA guidelines and regulations, as well as the international QA standards for teaching workload.</p> <ol style="list-style-type: none"> <li>1. NUP has fully adhered to CYQAA guidelines for realizing this franchise program with staff which has been employed over and above the staff occupied in Cyprus. <a href="https://www.dipae.ac.cy/index.php/el/nea-ekdiloseis/anakoinoseis-el/589-15-07-2021-synergasia-me-idrymata-tou-exoterikou-gia-prosfora-pistopoiimenon-programmaton">https://www.dipae.ac.cy/index.php/el/nea-ekdiloseis/anakoinoseis-el/589-15-07-2021-synergasia-me-idrymata-tou-exoterikou-gia-prosfora-pistopoiimenon-programmaton</a></li> <li>2. 90% of the academic staff is Ph.D. holder</li> <li>3. The, on average, teaching load of 4 courses per Year fully adheres to the Cypriot and international standards for teaching workload.</li> <li>4. We have envisaged for 1 Temporary staff, Associate Professor Human Malik, <b>See ANNEX5_ CVHM</b>, who will be deployed in Y4 – additional to the existing academic team.</li> </ol>	<p>Choose level of compliance:</p>

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>While this has not been a problem so far as the programme has only received applications from Chinese nationals using the Chinese National College Entry system, the programme will need to explicitly state conditions for the transfer of students from International Universities. Those conditions should also clearly state the credits that would be recognized. In its current form the scheme does not allow for transfer or recognition of credits for students coming from International Universities and if that is also the policy moving forward it would need to be clearly stated in the application form. As a policy it is not in full compliance with other Programmes that are typically accredited by CYQAA.</p>	<p><b>Done.</b></p> <ol style="list-style-type: none"> <li>1. We will be happy to cover the demand in Hebei Region (74,61M people), where BUT is located and move to international institutions.</li> <li>2. The program is structured in ECTS system, which is specified per each course, and equivalency in Chinese credit system, again per course. Thus, the transfer of students to the program is identical to the one running on Cyprus.</li> </ol>	<p>Choose level of compliance :</p>
<p>The application file would have benefited from explanations on how the graduates of this degree will receive professional rights in China and clearly demonstrating how this compares to graduates from other Universities. Currently, the committee relies on the verbal reassurance from the members of BUT that the graduates receive professional rights that are not less than those of the graduates of any other Chinese University.</p>	<p><b>Done.</b> The program is officially recognized in the People's Republic of China. Thus, the graduates are guaranteed the same path to receive their professional accreditation in China.</p>	<p>Choose level of compliance :</p>
<p>The programme currently has no stated provisions for how the degree of applicants will be recognized by professional accreditation bodies in the European Union (EU). The committee assumes that within each country of EU the corresponding professional body will be setting additional conditions for the graduates of this programme to be allowed to become members of the professional body. This in contrast to the equivalent programme of</p>	<p><b>Done.</b></p> <p>Let us first clarify that identical to the program offered in NUP, the franchise program also has a defined pathway for professional recognition of the franchise program graduates by the National Board of Civil Engineering Accreditation and the Ministry of Housing and Urban-Rural Development (MoHURD), which enables them to follow a professional career either at national or international level.</p> <p>China, being a superpower, under the Belt and Road Initiative is already engaged in huge infrastructure</p>	<p>Choose level of compliance :</p>

<p>NUP, which has a define dpathway for professional recognition by ETEK, the professional chamber of Engineers in Cyprus. The committee finds this to be a significant difference between the two Programmes which shall be clearly communicated to the applicants and students of the programme. The programme would benefit in any case by interactions with the members of at least two professional bodies within EU, for clarifying potential pathways to accreditation of the graduates of this program by professionalbodies, one of which should be ETEK</p>	<p>projects worldwide, whereby the professional rights of the Chinese engineers in the host countries have been ensured via bilateral agreements among the PRC and each host country respectively. The same is the case with projects that take place in EU member states, e.g., the case of Greece and the example of COSCO and the provisions under the Piraeus Port Authority (PPA) Concession Agreement. Thus, our graduates aim at following a professional pathway under this type of the global involvement of PRC, rather than exercising free lance profession in individual countries.</p>	
<p>The programme should consider formalizing the requirement of an English ability test as part of theadmissions. It appears to be practice of the programme, but the requirement and entry mark shouldbe formally stated. This should be following the English language requirements used inother NUP Programmes.</p>	<p><b>Done.</b> CYQAA requirements are formally stated in the application process. <a href="https://www.dipae.ac.cy/index.php/en/news-and-events/announcements/535-02-07-2020-epipeda-gnosis-tis-anglikis-glossas-gia-foitisi-se-programmata-ptychiaka-kai-metaptychiaka-ta-opoia-prosferontai-sta-anglika-en#:~:text=CYQAA%20highlights%20that%20that%20for,of%20their%20knowledge%20of%20English.">https://www.dipae.ac.cy/index.php/en/news-and-events/announcements/535-02-07-2020-epipeda-gnosis-tis-anglikis-glossas-gia-foitisi-se-programmata-ptychiaka-kai-metaptychiaka-ta-opoia-prosferontai-sta-anglika-en#:~:text=CYQAA%20highlights%20that%20that%20for,of%20their%20knowledge%20of%20English.</a></p>	<p>Choose level of compliance :</p>
<p>Additional Notes: 4.1 There is no provision for the admission of students to this programme from universities outside of China. This is not in compliance with the requirements of CYQAA for Programmes offered in Cyprus. 4.3 There is also no recognition or transfer mechanisms for students coming from universities outside of China. This is not in compliance with the requirements of CYQAA for Programmes offered in Cyprus. 4.4 The committee recognizes that based on the evidence seen the degree will be certifiedas a BSc from a European University as it is structured on the ECTS system. The degree is also a certified University degree according to the corresponding Chinese system. The committee has received verbal suggestions that the degree will lead to an equivalentpathway to any equivalent Chinese programme, for students obtaining professional rightsfrom the Chinese professional accreditation body. The committee has not been provided with any</p>	<p>Those additional notes have already been addressed above. No further remarks.</p>	<p>Choose level of compliance :</p>

<p>information regarding a pathway that would lead students being accredited in any EU professional engineering body. If there is no such pathway, then this should be clearly communicated to the applicants of the programme. Additionally, if indeed there is no provision for such a pathway, the choice of focusing on the corresponding EU standards in design courses and the insufficient cover of the Chinese standards is problematic. The students receive training on a set of design codes (EU) there is no obvious pathway to accreditation and don't receive sufficient training on the set of design codes (China) for which there is a pathway to professional accreditation. If instead there is the intention of such a pathway to accreditation from some professional body in the EU, then this committee did not receive sufficient information of what this pathway will be and has not been shown any indication that this has been discussed and agreed by that accreditation body. This is not compliant with the requirements of CYQAA</p>		
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## 5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The attempt of executing a Franchise degree originated from Europe and applied in China raises several concerns listed as follows:</p> <ul style="list-style-type: none"> <li>- Some of the Chinese members of staff during the meeting showed signs of having difficulties ineffectively communicating in English. Keeping in mind that only Chinese students currently enroll the programme, raises the concern of switching back to Chinese as the primary teaching language formore than 50% of the available courses besides those offered by academic staff appointed by NUP. This would have negative effects on the quality of the degree since aspects of cultivating international students will be hindered. Recording of classes is recommended, as it should support compliance with the rule of interacting in English.</li> </ul>	<p><b>Done.</b> Although the term “showed signs” is not documented, we state that Recording of classes has been already installed in the teaching process. See also <b>ANNEX2_classroom photos</b> that prove that such equipment is available in classrooms.</p>	<p>Choose level of compliance:</p>
<p>Targeting a BSc of Civil Engineering in both Europe and China markets can be challengingbecause of the practical nature of technical concepts that are in the teaching material. It appears that students are taught to follow the standards according to European regulations (e.g., Eurocodes) but in the event of a field visit they are getting familiar with the way Chinese methods and practicesare applied, which seems to be a paradox. Therefore, when regulatory standards and methods are taught, a strong emphasis shall be given on the differences occurring in both Europe and China. Adopting the aforementioned practice, critical thinking on how to cope in different regulatoryenvironments shall be developed.</p>	<p><b>Done.</b> The said point has already been addressed.</p>	<p>Choose level of compliance:</p>
<p>The quality of indoor spaces has room for improvement in terms of temperature and air quality, allocating budget for their improvement would enhance the learning processes.</p>	<p><b>Done.</b> Although BUT structure is in compliance with the standards of the host country, the said point has been addressed with newly constructed classrooms, where teaching takes place. <b>Photos have been attached.</b></p>	<p>Choose level of compliance:</p>
<p>Accessibility is not fully covered, as for example the library is not equipped with the essential</p>	<p><b>Done.</b> See our point above on the compliance of BUT with the standards of</p>	<p>Choose level of compliance:</p>

<p>elements that enable students with disabilities to utilize the space.</p>	<p>the host country, including students with disabilities. The EEC has used the stairs to move to the 3<sup>rd</sup> floor of the library and not the elevators, which are fully eligible for students with disabilities. Neither the accessibility pathway on the right-hand side of the library's entrance has been noticed. <b>See ANNEX6_ LIBRARY ACCESS FOR DISABLED PEOPLE</b></p>	
<p>It was not apparent from the reports that there were any teaching assistants hired to complement the work of the primary teaching staff.</p>	<p><b>Done.</b> Teaching assistants are available to complement the work of the primary teaching staff.</p>	<p>Choose level of compliance:</p>
<p>Fluid Mechanics (ENGR220) and Hydraulics (CE380) are being taught, however the laboratories presented in the report and during the visit do not have any testing equipment for demonstrating the fundamentals of fluid Mechanics and Hydraulics. This is a major pitfall of the current programme.</p>	<p><b>Done.</b> The Hydraulics (CE380) course is supported by the BUT Hydraulics Laboratory which already exists. <b>See ANNEX7_ FLUID MECHANICS LABORATORY</b>          The Fluid Mechanics laboratory is also covered in partnership with Hebei University <b>See ANNEX7_ relevant statement by Hebei University, See ANNEX8_Photos HYDRAULIC LAB _List of Equipment</b></p>	

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

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
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## 7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
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## B. Conclusions and final remarks

Conclusions and final remarks <b>by EEC</b>	Actions Taken by the Institution	For Official Use <b>ONLY</b>
<p>Concerning the undergraduate Franchise program between NUP and BUT, it appears that the programme has established procedures to ensure most of the quality assurance criteria. There is public information available on a website, established procedures for student-staff feedback (e.g., course evaluations) that ensures a quality assurance Rate A. Moreover, there is an electronic platform and dedicated assessment tools to monitor course evaluations</p>	<p>Thanks for the good comments.</p>	<p>Choose level of compliance:</p>
<p>On the other hand, the primary drawbacks of the current programme relate to (a) design-oriented courses that directly implement the design, fabrication, detailing practice and quality control adopted in Europe (e.g., teaching based on Eurocodes amongst others), which are vastly different than those in China as well as other parts of the world; (b) teaching of Construction Law suitable to the Chinese design practice as according to communication with NUP representatives, the graduates of the Franchise programme will be solely eligible for obtaining a Registered Civil Engineering Certificate in China. This potentially impacts the overall coherence of the programme as students would be taught practical aspects offered in Europe, but site visits will be organized within China where the local practice is not fully aligned with that seen in construction sites within Europe. This perplexing issue does not fully align with the Franchise programme objectives PLO7 and PLO8 presented to the evaluation committee. While the programme is designed to provide international mobility (as discussed during the evaluation), there appears to be an inconsistency regarding the practical applications and potentially construction law regulatory provisions applied in China</p>	<p><b>Done.</b> See our responses for each separate point raised.</p>	<p>Choose level of compliance:</p>
<p>A mixture of good practices is used that enables teaching. A mixture of good physical demonstrations, such as the seismic demonstrators, and the library space, together with virtual tools such as Moodle, provide a good teaching experience for the students. Similarly, the existing physical library of BUT and the virtual e-library of NUP provide the students with a good number of resources. The labs and lecture rooms are reasonably spacious, and the lecturers make a good use of Moodle for providing teaching material and providing a sufficient number of examination media to the students. The students are aware of how progression between courses works. While the faculty has suggested to transfer some good</p>	<p>Thanks for the good words.</p>	<p>Choose level of compliance:</p>

<p>practices from NUP, such as visiting construction sites, it is not clear how the students in China would benefit from such visits in Cyprus.</p>		
<p>It is acknowledged that the teaching staff recruitment and development is indeed compliant including the hiring of dedicated academic staff (in total 10) to the Franchise program of NUP. The evaluation committee commends NUP for the hiring of four (4) assistant and associate professors from abroad to support the Franchise program along with five (5) professors and a dedicated lecturer at BUT. On the other hand, the committee notes that the hiring process should be further improved by hiring at least four (4) additional academic staff members (10 permanent + 4 temporary) that are currently appointed at NUP to facilitate the “same” academic programme but with a lesser number of enrolled students at NUP (about 10 / year) than the number of enrolled students at the Franchise program in BUP (about 50 / year). Note that the last recommendation for recruitment at NUP over the next five years for the “same” programme was to hire at least three (3) additional faculty members (i.e., to reach 17 academic staff in total). Therefore, the teaching staff number is only partially compliant with the Franchise programme requirements. Consequently, the dedicated faculty members (10 in total) appear to teach an out-of-ordinary number of courses (on average four, often five courses per year) that would not provide them an equal opportunity for synergies of teaching and research.</p>	<p>See our reply above in the related point.</p>	<p>Choose level of compliance:</p>
<p>Regarding admissions and certification, the University uses a mixture of certain good practices. The use of the Gaokao for the entry of students coming from the Chinese educational system and the use of the corresponding rules set by the Chinese educational system provide transparent admission, transfer and recognition of credits from students coming from the Chinese school system and other Chinese Universities. But there is a complete lack of description of how these mechanisms apply to applicants outside the Chinese educational system. While the faculty may not have had to deal with such a case yet, provisions need to be made for such students as well as is the usual requirement of CYQAA for other Universities. Additionally, the committee notes that the use of ECTS credits mean that the degree will be certified as an EU BSc degree. It is also a certified University degree from a Chinese University. These are positive. It is further positive that the committee received reassurance that the degree leads to the same pathway to professional rights in China as the degrees from equivalent Programmes in China. However, there is no</p>	<p>Thanks for the good words. Suggestions and improvement points have been addressed in the related sections.</p>	<p>Choose level of compliance:</p>

<p>clear pathway for the professional accreditation of the graduates of this programme within EU, there is also no evidence of discussions between the Universities and any professional accreditation body in EU. Given the previously mentioned focus of the design courses of this programme on Eurocodes and the lack of focus on Chinese design codes, this is a problem. If there is no provision for a pathway to professional accreditation in EU this needs to be made clear to the students who apply to this programme.</p>		
<p>The library is well-organized with digital resources from both partner institutes and classrooms are equipped to support program scalability. Students and teachers report satisfaction with their working environment, fostering a positive learning and teaching culture.</p>	<p>Thanks for the good words</p>	
<p>However, some Chinese staff struggle with English proficiency, risking a reliance on Chinese as the primary teaching language, which could undermine the program's international focus. Recording lectures and offering language training are recommended. Students also face a mismatch between learning European regulatory standards and encountering Chinese practices during field visits. Addressing this requires emphasizing regulatory differences to foster adaptability.</p>	<p><b>Done.</b> The issues have been addressed in the related sections above.</p>	
<p>Indoor spaces need improvements in temperature and air quality, and the library lacks facilities for students with disabilities, necessitating upgrades for inclusivity. The lack (if present) of teaching assistants limit instructional support, and laboratories lack essential equipment for courses like Fluid Mechanics (ENGR220) and Hydraulics (CE380), requiring immediate investment.</p>	<p><b>Done.</b> The issues have been addressed in the related sections above.</p>	
<p>While physical resources and student support are compliant, teaching and learning resources, as well as human support, are only partially compliant due to the lack of laboratory equipment, teaching assistants, and language proficiency issues among staff.</p>	<p><b>Done.</b> The issues have been addressed in the related sections above.</p>	



### C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
<b>Prof. Pantelis Sklias</b>	Rector	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

**Date:** 23.12.2024

**See also Special Annex9 from the EEC visit in BUT.**



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



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