

Doc. 300.3.1

Date: Date

External Evaluation Report (Departmental)

- **Higher Education Institution:**
University of Cyprus
- **Town:** Nicosia
- **School/Faculty:** Πολυτεχνική Σχολή/Faculty of Engineering
- **Department:** Τμήμα Ηλεκτρολόγων Μηχανικών και Μηχανικών Υπολογιστών/Department of Electrical and Computer Engineering
- **Department's Status:** Currently Operating
- **Programme(s) of study under evaluation:**
Name (Duration, ECTS, Cycle)

Programme 1

In Greek:

Πτυχίο Ηλεκτρολόγου Μηχανικού (4 χρόνια/241 ECTS)

In English:

Bachelor of Science in Electrical Engineering (4 academic years/241 ECTS)

Language(s) of instruction: Greek

Programme 2

In Greek:



**Μάστερ στην Επιστήμη Ηλεκτρολόγου
Μηχανικού/Μάστερ Μηχανικής Ηλεκτρολόγου
Μηχανικού (2 χρόνια/90 ECTS)**

In English:

**Master of Science in Electrical Engineering/Master of
Engineering in Electrical Engineering (2 academic
years/90 ECTS)**

Language(s) of instruction: Greek and English

Programme 3

In Greek:

**Διδακτορικό Ηλεκτρολόγου Μηχανικού (6
εξάμηνα/240 ECTS)**

In English:

**Doctor of Philosophy in Electrical Engineering (6
semester/240 ECTS)**

Language(s) of instruction: Greek and English



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].



Department's programmes (to be filled by the CYQAA officer and verified by the EEC):

DEPARTMENT	PROGRAMMES OF STUDY
Department of Electrical and Computer Engineering	Bachelor of Science in Electrical Engineering (4 academic years/241 ECTS)
	Master of Science in Electrical Engineering/Master of Engineering in Electrical Engineering (2 academic years/90 ECTS)
	Doctor of Philosophy in Electrical Engineering (6 semester/ 240 ECTS)

A. Introduction

This part includes basic information regarding the onsite visit.

The committee members visited the University of Cyprus UCY virtually during the period of March 9 and 10 of 2022 due to Covid-19 restrictions. Nonetheless, they were provided with a significant number of resources that helped with the evaluation.

The reports were evaluated individually before the remote site visit of the EEC. The committee had a virtual tour of the facilities and activities through online videos and photos and online class. During the remote site visit, the EEC was presented with the detailed organisation, structure, and curricula of the Department of Electrical and Computer Engineering.

The EEC had meetings with the Internal QA Committee of the university, Department and program leadership, professors, teachers, current students of the programs, administrative staff and Library staff. The EEC received answers to open questions based on reading the accreditation reports.

The EEC received answers to identified open questions during the remote site visit as well as substantial additional insights pertaining to the operation, structure and future plans of the Department and the programs. Based on the accreditation reports and the remote site visit the EEC can conclude that the Department and the three programs being evaluated have high standards and meet the quality expectations. This evaluation report describes how the standards are met and provides additional suggestions for improving.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Jyri Hämäläinen	Dean, Professor	Aalto University
Michael A. E. Andersen	Professor	Technical University of Denmark
Zhiguo Ding	Professor	University of Manchester
Vasilis Charalambous	Professional Electrical Engineer	Scientific and Technical Chamber of Cyprus (ETEK)
Angelos Pantazopoulos	Students member	Cyprus University of Technology
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report refers to the Department as a whole (programmes offered, teaching staff, administrative staff, infrastructure, resources, etc.).*
- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2:	<i>Non-compliant</i>
3:	<i>Partially compliant</i>
4 or 5:	<i>Compliant</i>

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*
- *In addition, for each assessment area, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - 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 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.***
- **The report may also address other issues which the EEC finds relevant.**

1. Department's academic profile and orientation (ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

- 1.1 Mission and strategic planning (including SWOT analysis)
- 1.2 Connecting with society
- 1.3 Development processes

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		
1. Department's academic profile and orientation		
1.1 Mission and strategic planning (including SWOT analysis)		1 - 5
1.1.1	The Department has formally adopted a mission statement, which is available to the public and easily accessible.	5
1.1.2	The Department has developed its strategic planning aiming at fulfilling its mission.	5
1.1.3	The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	4
1.1.4	The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.	5
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	5
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	4
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

1.1.1: Mission statement can be easily found and it is well formulated; 1.1.2: Department has made strategic planning and general goals are quite clear; 1.1.3: Strategic plan has not been formally formulated to short/medium/long term. It was also bit unclear how strategy is updated; 1.1.4: study programmes were well formulated; 1.1.5: department community was well aware of development goals and actively involved in implementation; 1.1.6: it was not fully clear how external stakeholders participate in shaping the strategy/development of the department; 1.1.7: The basic data is collected and used to assess the development. It didn't come fully clear how detailed the collected data is (e.g. related to studies).

Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.
2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

Study programmes offered by the department are compatible with the competences and resources in the department. Departments within the faculty of engineering form a coherent entity and ECE as a department is fully compatible with the faculty.

Provide suggestions for changes in case of incompatibility.

-

1. Department's academic profile and orientation

1.2 Connecting with society

1 - 5

1.2.1	The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	5
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	4
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	5
1.2.4	The Department has an effective communication mechanism with its graduates.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

1.2.1: Discussion with personnel showed that department is very well integrated with the surrounding society; 1.2.2: The department and programme web pages are in very good shape. Research group pages were not ready yet but personnel & Lab pages were good. The study programme information was very well available; 1.2.3: Department is well aware of its importance for the society. The university level task is to ensure that innovations in UCY transfer to success of spin-offs; 1.2.4: The alumni work was not well covered in discussions. That is, it was not clear how department maintains connection to its graduates.

1. Department's academic profile and orientation

1.3 Development processes

1 - 5

1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.	4
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	5
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	4
1.3.4	The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

1.3.1: Department has been highly successful while recruiting truly competent academic staff. While teaching in English is introduced in future department can extend the recruitment to non-Greek speaking world; 1.3.2: Department had a clear view and means to recruit high quality staff. The academic career system was well formulated and available for staff. Mentoring of newly starting staff could be further developed; 1.3.3: Department obtains very good Cyprian students to its BSc programme. Yet, the number of MSc students is small and international recruitment of MSc and DSc students should be started once programme language is switched to English; 1.3.4: department funding situation and outlook is good. As an outsider it is difficult to say whether funding processes are transparent. The quality improvement process for programmes seemed adequate and transparent.

Additionally, write:

- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

The current number of students can be found from application material. After discussions evaluation committee got understanding that:

In the BSc programme it is difficult to notably increase the number of admitted students due to the small student pool in Cyprus. Yet, if laws/regulations are revisited and it is possible to establish an English BSc programme, then an increasing number of talented students could be recruited on BSc level.

In the MSc programme the number of students is low (<10 admitted/year) and a large part are part-time students. Department is planning new English MSc programmes to attract international students. Precise numbers didn't become clear but clearly over 10 students per programme was planned for 5-6 programmes. The countries of forthcoming international students were not discussed in detail.

In the DSc programme students were Cypriot and 10-15 students were admitted/year. Since there are opportunities for a larger number of DSc students the plan was to also recruit international students once the programme language is switched to English. Evaluation committee understood that the number of yearly admitted DSc student could be 20-30.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

After familiarising the application material and interviewing the staff, we can conclude that the ECE department has excellent faculty with backgrounds from high quality universities, mostly in North America. Resulting from successful recruitment the research output has been improving several years in row and faculty has been able to obtain a good amount of external funding. Department has also invested in research equipment that supports continuation and further development of experimental research. The laboratories of the department are well organised. It is visible that the community spirit in ECE is very good and academic personnel are supporting each other. Finally, it was also noticed that teaching efforts and skills are appreciated in the community - this is important. The study programs are evaluated separately but in general the situation therein is good as well.

Strengths

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

- 1) Excellent and active faculty. Ambition level is high and, accordingly, the research output is excellent in both quality and volume.
- 2) Very good students although the population in Cyprus is not large, and high employment of graduates. Very positive attitude (among faculty) towards teaching and development of teaching.
- 3) Development oriented academic community that acknowledge their potential impact for the whole society.
- 4) Good laboratories for experiment research and plans to continue investments in research and education infrastructures also in the future.
- 5) New facilities. Currently there are some challenges with department facilities but relocation to new buildings will likely solve most of the challenges. Department community was able to impact the planning of new facilities which is seen very positively.

Areas of improvement and recommendations

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

- 1) Internationalisation of study programmes. The English MSc and DSc programmes will be started in the near future. This opens possibilities to recruit students but also professors from global talent pools. Recommendations here are to invest especially in the MSc programme development and student marketing to obtain a large number of good applicants. Also special care should be put into support services to avoid problems when international students start.
- 2) Diversity among faculty. While the current faculty is excellent and admits highly valuable international experience, they admit similar cultural background and gender balance is poor. Recommendation here is to invest in recruitment from the global pool of talents. Special emphasis should be used to recruit competent female professors whenever possible. Such role models may also help to obtain more female students.
- 3) Synergy between professors (and research groups). Currently there are many laboratories that seem to work independently (at least this was how it looked for the evaluation committee). Although laboratories work very well, it is recommended to increase collaboration inside the department to benefit from synergies between research groups. The sufficiency of the technical support for laboratories should be assessed.
- 4) Faculty workload. Although the faculty is highly committed and active, the evaluation committee got a feeling that the load of the faculty is increasing constantly. Recommendation here is that department leadership follows closely the wellbeing of faculty and key staff, and balances the workload if there are signs of overload.
- 5) Innovation culture. There is interest to make inventions and create spin-offs but current university level regulations on e.g. innovation transfer to start-up suppress the incentive for entrepreneurship. Recommendation: benchmark the university level policy against successful universities (in this aspect) in other countries.

There are more recommendations given in other parts of the evaluation.

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



Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
1.1 Mission and strategic planning	Compliant
1.2 Connecting with society	Compliant
1.3 Development processes	Compliant

2. Quality Assurance

(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas

- 2.1 System and quality assurance strategy
- 2.2 Quality assurance for the programmes of study

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
- 3: *Partially compliant*
- 4 or 5: *Compliant*

Quality indicators/criteria		
2. Quality Assurance		
2.1 System and quality assurance strategy		1 - 5
2.1.1	The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.	5
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	5
2.1.3	The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	5
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Department's activities:	
2.1.4.1	Teaching and learning	4
2.1.4.2	Research	4
2.1.4.3	The connection with society	4
2.1.4.4	Management and support services	4

2.1.5	The quality assurance system promotes a culture of quality.	5
2.1.6	Students' evaluation and feedback	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Students are provided with first-class quality programmes of study and adequate infrastructures.

2.1.4 The fact that the Department is divided in three locations in buildings holds back the perspectives and potentials of the Department.

There are no official formal procedures for the career and promotion of the academic staff.

2.1.6 There is more need for involvement of the students in their evaluation and feedback

2. Quality Assurance

2.2 Quality assurance for the programmes of study

1 - 5

2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.	4
2.2.3	The quality control system refers to specific indicators and is effective, which have been presented and discussed.	4
2.2.4	The results from student assessments are used to improve the programmes of study.	5
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	4
2.2.7	The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff.	5

2.2.8	Names and position of the teaching staff of each programme are published and easily accessible.	5
2.2.9	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	5
2.2.10	The Department flexibly uses a variety of teaching methods.	4
2.2.11	The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	4
2.2.12	The Department analyses and publishes graduate employment information.	3
2.2.13	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:	
2.2.12.1	Building facilities	4
2.2.12.2	Library	5
2.2.12.3	Rooms for theoretical, practical and laboratory lessons	4
2.2.12.4	Technological infrastructure	4
2.2.12.5	Academic support	4
2.2.14	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	5
2.2.15	The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.	4
2.2.16	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	5
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	4

2.2.18	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	4
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	5
2.2.20	There is a clear policy on authorship and intellectual property.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

2.2.2 The system and criteria for assessing students' performance in the subjects of the programmes has to be discussed and explained more to the students.

2.2.6 Suggestion for more effective and established procedures and communication about students' objections/disagreements on issues of their evaluation.

2.2.12 The Department should obtain a mechanism of communication with graduates and also analyse and publish graduate employment information.

2.2.13 The library provides excellent support to the Department and the Labs are well organised and equipped. The building facilities will be improved by the year 2023, when the Department will move to the new building.

2.2.15 Due to the fact that programmes are not offered in English language does not help diversity in the student community.

2.2.18 Need for improvement in the communication and feedback of the doctoral students.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The Department has made serious efforts in connecting with society, via student placement in industry and big Organisations.

The applied procedures presented are fully satisfactory.

The programmes in Greek is the reason for the low numbers of students and especially for the Masters of Engineering. Also is the reason for the low interest of international academic staff.

There are no official formal procedures and criteria for the career and promotion of the academic staff because it's regulated by State Law.

Strengths

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

Quality assurance is part of the operation at the Department, with well-defined committees and process

The professionalism of the teaching staff is reflected to the high standard of the study programmes and the research activities.

The completion of the new building to house the Department will strongly enhance the research and training situation

The library provides excellent support to the Department

The Internal QA Committee is well organised and full support and feedback are held in all the functions and sectors of the Department activities.

The new building will offer new perspectives to the Department, Programmes, staff and students.

Areas of improvement and recommendations

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

It is suggested that the members of the Department engage in a more frequent communication with the students in order to guide them about the criteria and registration to the relevant field of the Scientific and Technical Chamber of Cyprus. Those criteria can also be published to be known by the students.

The programmes should be offered also in English, considering that this will bring more international students and a high level of academic staff.

Although the University has a well organised communication with graduates, the Department needs to obtain a mechanism of communication with the graduates and also analyse and publish graduate employment information.

The Department needs to better document how it monitors its social impact and adoptions of its strategy as time passes, with a mechanism of analyse the needs of the industry.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
2.1 System and quality assurance strategy	<i>Compliant</i>
2.2 Quality assurance for the programmes of study	<i>Compliant</i>



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



3. Administration (ESG 1.1, 1.3, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		
3. Administration		1 - 5
3.1	The administrative structure is in line with the legislation and the Department's mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.	5
3.3	The administrative staff adequately supports the operation of the Department.	5
3.4	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions.	5
3.5	The Department applies effective procedures to ensure transparency in the decision-making process.	5
3.6	Statutory sessions of the Department are held and minutes are kept.	5
3.7	The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions.	5
3.8	The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	5
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	5
3.10	The Department has appropriate procedures for dealing with students' complaints.	5

3.11 Internalization of the Department and external collaborations. 4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click to enter text.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The panel agrees that the governance of the department is well organised. There is clear structure and precise rules in place. Most of the administrative staff is very enthusiastic and the panel observed great support to the department. Furthermore, the administration staff is well organised following established procedures.

Strengths

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

Highly dedicated staff with efficient cooperation and clear communication. The decisions are made by the academics.

Areas of improvement and recommendations

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

The EEC suggests that the university administration evaluates positively the request of the department for more staff.

To improve internationalisation it is suggested that all educational programs are taught in English.

Please select what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
3. Administration	<i>Compliant</i>

4. Learning and Teaching (ESG 1.2, 1.3, 1.4, 1.9)

Sub-areas

- 4.1 Planning the programmes of study
- 4.2 Organisation of teaching

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
- 3: *Partially compliant*
- 4 or 5: *Compliant*

Quality indicators/criteria		
4. Learning and Teaching		
4.1 Planning the programmes of study		1 - 5
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	4
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	4
4.1.3	Intended learning outcomes, the content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).	5
4.1.4	The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	5
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. <i>Click or tap here to enter text.</i>		
4. Learning and Teaching		
4.2 Organisation of teaching		1 - 5

4.2.1	The Department establishes student admission criteria for each programme, which are adhered to consistently.	5
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
4.2.4	The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	5
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	5
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	4
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	5
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	5
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>Click to enter text.</p>		

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Student feedback suggests they find interactions between faculty members and students satisfactory.

Faculty members are readily available to students, including an open-door policy.

The process for student assessment is evaluated appropriately.

Teaching in Greek is a major limitation for increasing the number of students on all levels (BSc, MSc/MEng and PhD).

Strengths

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

Good staff/student ratio.

Commitment of staff to their programmes and students.

Commitment of staff in use of innovative teaching methods, including hybrid systems during the pandemic situation.

Areas of improvement and recommendations

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



Consider getting student feedback during the term/semester to benefit the students and courses in the ongoing term/semester.

Consider a proactive strategy for increasing the number of students.

Consider how the process can be made easier when the students have to choose elective courses for a given semester.

Consider offering all programmes in English.

Failed students don't have a chance to retake the exam in September and must take it the following year instead, therefore they lose a year of studies leading to longer average completion times.

Consider some kind of internationalisation (e.g. external research stays) for the PhD programme to improve international visibility of UCY.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
4.1 Planning the programmes of study	<i>Compliant</i>
4.2 Organisation of teaching	<i>Compliant</i>

5. Teaching Staff (ESG 1.5)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		
5. Teaching Staff		1 - 5
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	5
5.2	The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3	The visiting Professors' subject areas adequately support the Department's programmes of study.	4
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	5
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	5
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	5
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study.	5
5.8	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

[Click to enter text.](#)

Also, write the following:

- Number of teaching staff working full-time and having exclusive work
- Number of special teaching staff working full-time and having exclusive work
- Number of visiting Professors
- Number of special scientists on lease services

Click to enter text.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The evaluation committee has found that the faculty members of the Department of Electrical and Computer Engineering at Cyprus University are active researchers in their field and highly competent for the evaluated programmes. In particular, the faculty members' research expertise and education qualifications are appropriate and adequate for the objectives and learning outcomes for the courses provided in the evaluated study programmes. It is also important to point out that those provided elective courses clearly reflect the research themes of this department.

Strengths

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

The faculty members of the department have strong track record of achievements on their research, and they have ensured a strong interaction between their research and teaching. For example, the faculty members have integrated the students' thesis projects with their research, which means that students on the programme had the chance to participate in the professors' research projects and benefit significantly from the outcomes of those research activities in the department.

Furthermore, the faculty members of the department have diverse research background in electrical engineering; as such, they can provide a huge number of diverse under-graduate and postgraduate courses for their students.

In addition, the active research activities from the faculty members in the department also provide a lot of opportunities to students for potential exchanging and visiting. For example, a few faculty members mentioned that they have H2020 ITN and research exchanging programmes which support their students to visit various academic and industrial partners.

Areas of improvement and recommendations

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

In order to support the teaching staff's career development, the department may also want to provide regular (e.g., annual) meetings between the faculty members and the management group of the department. Such meetings provide more dialogues between the staff and the department, and help the staff to better understand the departmental policies, such as the criteria for promotion. Setting up mentorship could be another possible way to support the teaching staff's career development.

While the number of faculty members is appropriate to the evaluated study programmes, the committee feels that the workload of each teaching staff might be slightly higher than the expected. The committee was informed that a few new MSc programmes are to be created in order to increase the number of master students, which means that the workload of the teaching staff could be further increased. The department needs to find a tradeoff between the number of delivered courses and the staff's workload.



Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Teaching staff number, adequacy and suitability	Compliant
Teaching staff recruitment and development	Compliant
Synergies of teaching and research	Compliant

6. Research

(ESG 1.1, 1.3, 1.5, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		
6. Research		1 - 5
6.1	The Department has a research policy formulated in line with its mission.	5
6.2	The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	5
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	5
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	4
6.5	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	5
6.6	The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	5
6.7	The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	5
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	5
6.9	The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click to enter text.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The evaluated department has a clearly defined research policy as well as regulations for research activities, which have been strictly followed and carried out. The research facilities and equipment are adequate and state of the art for covering the research activities conducted by the staff and students. The library of the university has established a clear open-access policy and the department has been well informed. There is a strong interplay between the research and teaching activities, where research informed teaching has been conducted in the department.

Strengths

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

The faculty members of the evaluated department have established impressive track record in their research. For example, among 19 faculty members, two of them are the Fellows of the IEEE, and five members are also fellows of other presidios professional bodies. Another example is that two faculty members received prestigious EU ERC fellowships, and many faculty members have received various prestigious awards and prizes. All of these demonstrate that the evaluated department has an impressive strength in research.

Note that students in the department have also benefited tremendously from these active research activities. For example, those research projects obtained in the department provide a lot of opportunities to the students in the department for potential exchanging and visiting. To be more specific, a few faculty members mentioned that they have H2020 ITN and research exchanging programmes which support the PhD students to visit various academic and industrial partners. The faculty members have been also fully engaged with their research communities and organized various conferences and workshops, which are also beneficial to students on this PhD programme.

Areas of improvement and recommendations

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

In order to support the faculty members' career development, the department may want to provide regular (e.g., annual) meetings between the faculty members and the management group of the department. Such meetings provide more dialogues between the staff and the department, and help the staff to better understand the departmental policies, such as the criteria for promotion. Setting up mentorship could be another possible way to make the teaching staff's career development more sustainable.

Please ✓ what is appropriate for the following assessment area:



Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Research mechanisms and regulations	Compliant
External and internal funding	Compliant
Motives for research	Compliant
Publications	Compliant

7. Resources (ESG 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		
7. Resources		1 - 5
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	4
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	5
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	5
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	4
7.5	The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	4
7.6	The Department's external audit and the transparent management of its finances are ensured.	4
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

No notable challenges were identified with financial resources. Budget seems quite adequate and the department has done a good job to e.g. ensure infrastructure investments in the future. Department is also aware of financial risk factors. In 7.7 it was not clear for the evaluation committee whether e.g. services are regularly reviewed. This is good to check.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The department budget seems quite adequate and faculty has done a really excellent job to gain external funding. Funding base is diverse and shows that department work is appreciated both by academic funding organisations but

also by companies. The growth of the external funding might be in part limited by the size of the high tech industry in Cyprus. Of course, with increasing dependency on the external funding department becomes more vulnerable to e.g. general downturn in financial environment. It is noticed that increasing external funding and strict EU regulations and increasingly complex regulations may increase the need for research services (grant writers, legal support etc).

Strengths

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

Faculty has been able to increase the volume of external funding several years in a row. The basic funding for the department is adequate. Department has a separate budget to ensure research infrastructure investments. New professors obtain a starting grant.

Areas of improvement and recommendations

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

The EU funding could be probably increased by driving (coordinating) large project proposals. Yet, this would require project manager type of resources since the administrative load from EU project coordination is high. The industry funding is in part limited by the volume of industry in Cyprus. Initiating collaboration with new partner companies outside Cyprus may require some support personnel for systematic networking with industry. There is also potential to increase income from student fees when international students are admitted to new MSc programmes. Recommendation: think whether current personnel structure support well enough the increased activity in EU and industry domain. Do you need new role players (e.g. a person that has strong industry connections and could systematically facilitate discussions with high level industry managers)?

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
7. Resources	Compliant



D. Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of the Department under review may be achieved.

The members of the EEC committee found the department to be compliant in all examined aspects. The existing course offerings provide a balance between engineering fundamentals and practice. Moreover, active learning is encouraged through lab work and other means presented by the faculty.

More detailed recommendations can be found from previous sections.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Jyri Hämäläinen	
Michael A. E. Andersen	
Zhiguo Ding	
Vasilis Charalambous	
Angelos Pantazopoulos	
FullName	

Date: 23.3.2022

