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External Evaluation Report (Departmental)

- **Higher Education Institution:**
University of Cyprus
- **Town:** Nicosia
- **School/Faculty:** Faculty of Engineering
- **Department:** Mechanical and Manufacturing Engineering
- **Department's Status:** Currently Operating

- **Programme(s) of study under evaluation:**
Name (Duration, ECTS, Cycle)

Programme 1

In Greek:

Programme Name

In English:

Programme Name

Programme 2

In Greek:

Programme Name

In English:

Programme Name

Programme 3

In Greek:

Programme Name

In English:

Programme Name



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
Mechanical and Manufacturing Engineering (MME)	BSc in Mechanical and Manufacturing Engineering
	MSc and MEng in Mechanical and Manufacturing Engineering
	PhD in Mechanical and Manufacturing Engineering

A. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (EEC), which was established following an invitation from the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), studied thoroughly the information provided in the Evaluation Application submitted by the University of Cyprus (UCY) regarding the Department of Mechanical and Manufacturing Engineering (MME). Further information was provided to the EEC upon request during the evaluation.

The committee members participated in a sequence of sessions with the Vice Rector for Academic Affairs, the Dean of the Faculty of Engineering, and several members of the MME Department, and other University officers on February 28th and 29th, 2024, and held extensive discussions on the Department's structure, operations and strategy.

On 28th February 2024, the evaluation committee also carried out on-site visits to various premises, current laboratory facilities and support infrastructure of UCY and the MME Department. The committee was also informed about ongoing construction of new premises and laboratory facilities to be commissioned in the near future.



B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Pavlos Aleiferis	Professor	Imperial College London
Dmytro Orlov	Professor	Lund University
Dimitrios Kyritsis	Emeritus Professor	Swiss Federal Institute of Technology Lausanne
Iakovos Christodoulou	Member of the registration committee	ETEK
Giorgos Georgiou	Student	Cyprus University of Technology

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.	3
1.1.2	The Department has developed its strategic planning aiming at fulfilling its mission.	3
1.1.3	The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	3
1.1.4	The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.	4
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	3
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	3
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.	3
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

Mission and short-term strategic planning (by 2025) are available publicly for the University only. The MME Department seems to be aligned with these but does not have their own mission and plans publicly available. Mission and strategic objectives presented to the committee do not have timeline for implementation, including short-, mid- and long-term priorities. The same can also be said about monitoring and periodic revisions. There seems to be some struggle in aligning local and European regulations in terms of ECTS score requirements for MEng and MSc programmes. These appear to be aligned more with the US system, rather than the EU equivalent, and local needs. The Department does not seem to have any formal mechanisms for involving academic personnel, students and professional associations in shaping and actively participating in the implementation of the MME’s strategy. The only formal mechanism for actively collecting Department performance indicators presented to the committee was course evaluation surveys by students. Upon request, course failure and dropout rates were provided to EEC, but evaluating such does not seem to be the part of a formal procedure for Departmental development.

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).

The BSc programme appears to be the most coherent on its own merits, fulfilling the requirements of ΕΤΕΚ. However, the coherence and compatibility of the MSc and MEng programmes with the BSc and PhD programmes, as well as the benefits of offering these degrees for local job market needs, are unclear. MME is coherent and has ongoing collaborations with other Departments with engineering orientations. However, compatibility with basic science Departments, e.g. Mathematics and Physics, was found to be limited.

Provide suggestions for changes in case of incompatibility.

Enforce the alignment of Mathematics and Physics curricula with the needs of MME in engineering education. Specifically, MME must have stronger influence on the number and content of courses offered by such science Departments within MME programmes, including potential delivery of those courses internally by MME.

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.	3
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	3
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	3

1.2.4	The Department has an effective communication mechanism with its graduates.	3
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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The Department has open days for prospective students, but seems to have no formalized procedures for communication with professional bodies and alumni, as well as for soliciting the impact of their teaching and research activities on society.

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.	3
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	3
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.	3

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

The Department has a strong research profile in selected areas and as a consequence enjoys premium status in Cyprus, which attracts students, young researchers and teaching staff. However, EEC did not find existing strategies, nor formalized procedures, for attracting teaching staff and enabling continuous professional development of faculty. MME has the plan for teaching selected courses in English, which should attract more students from abroad. However, there seem to be internal challenges for implementing such plans. Recent financial investments in building new laboratories are encouraging but still need to be organized in a form of a strategic plan for continuous monitoring and further investment in equipment for teaching and research.

Additionally, write:

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

The expected number of entering Cypriot students in undergraduate programme is around 50 per year according to local regulations. The number of students from other countries is limited because the dominant language of instructions is Greek. The introduction of courses in English will create the potential for attracting more students from abroad.

Findings

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

The majority of the committee's findings have already been formulated above. As a general comment, EEC found that there is a lack of appropriately structured strategy and low number of formalized procedures for MME development. The EEC also believes that the present name of the Department, 'Mechanical and Manufacturing Engineering', does not adequately reflect actual areas of activity. Namely, 'Manufacturing' is found to be very limited.

Strengths

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

The Department has very strong research profile in selected areas, good quality of students, and is provided financial support from the government.

Areas of improvement and recommendations

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

There is a clear need to establish formalized strategic plans for development. This should take into account the current challenges faced by Mechanical Engineering as a discipline globally, and consider the ambition to lead the development of local economy and integration with society. There is a clear need to establish formalized procedures for every aspect of the Department's activities that can be followed, monitored, and revised as necessary.

The introduction of English in all educational programmes will attract larger number of students from abroad and promote MME globally.

The EEC recommends to consider renaming the Department to 'Mechanical Engineering'.

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	Partially Compliant
1.2 Connecting with society	Partially Compliant
1.3 Development processes	Partially 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.	4
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	3
2.1.3	The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	3
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	3
2.1.4.3	The connection with society	3
2.1.4.4	Management and support services	3
2.1.5	The quality assurance system promotes a culture of quality.	3
2.1.6	Students' evaluation and feedback	3

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

The EEC was presented with the list of quality assurance committees (upon request). However, it remains unclear how these committees function, communicate between each other, make and implement decisions that are consistently followed up. This is linked to the lack of formalized procedures described in the previous section.

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.	3
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.	3
2.2.4	The results from student assessments are used to improve the programmes of study.	3
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	3
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	3
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.	3
2.2.10	The Department flexibly uses a variety of teaching methods.	5

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.	3
2.2.12	The Department analyses and publishes graduate employment information.	4
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	3
2.2.12.2	Library	5
2.2.12.3	Rooms for theoretical, practical and laboratory lessons	3
2.2.12.4	Technological infrastructure	3
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.	4
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.	4
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	3
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.	3
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	3
2.2.20	There is a clear policy on authorship and intellectual property.	3

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

The dominant majority of partially compliant scores relate again to the lack of formalized procedures. For instance, although the mechanism of course evaluation by students exists, the procedures for acting on those to provide improvements are not clear. Some of the other partially compliant scores relate to the present state of available infrastructure. However, it is acknowledged that infrastructure is expected to significantly improve with the commissioning of new buildings in the near future, as mentioned above.

Findings

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

As mentioned already, the majority of 'partially compliant' evaluation reflects the current situation of the Department in relevance to the lack of formalized procedures and scattered infrastructure. While the admission criteria for the BSc programme are clear, such must be clarified and formalized for the graduate and postgraduate programmes.

Strengths

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

Excellent library facilities and flexibility in teaching methods, as well as, the availability of information about all study programmes.

Areas of improvement and recommendations

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

As mentioned above, the Department needs to develop formalized structured procedures for quality assurance, implemented and closely monitored by respective committees.

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	Partially Compliant
2.2 Quality assurance for the programmes of study	Partially Compliant

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.	4
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.	3
3.3	The administrative staff adequately supports the operation of the Department.	4
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.	4
3.5	The Department applies effective procedures to ensure transparency in the decision-making process.	3
3.6	Statutory sessions of the Department are held and minutes are kept.	3
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.	4
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.	3
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	3
3.10	The Department has appropriate procedures for dealing with students' complaints.	3

3.11 Internationalization of the Department and external collaborations. 4

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

EEC scores are based on the assumption that the successful operation of the MME Department already has some procedures compliant with overall UCY policies. However, the existing procedures within MME itself remain unclear to the EEC.

Findings

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

See statement above. Information provided to the EEC was found to be insufficient for adequate assessment.

Strengths

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

The Department operates thanks to the devotion and hard work of all academic and non-academic personnel, as well as students, involved in Departmental activities and committees.

Areas of improvement and recommendations

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

Similar to the above, the Department needs to develop formalized structured procedures for administrative operations.

Please select what is appropriate for the following assessment area:

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

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).	4
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.	3
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>Learning outcomes correspond to EQF, while exceed the minimum necessary level to comply with local legislations at Cyprus. The programmes taught by MME apparently integrate theory and practice but it remains unclear to the EEC how the Department ensures that.</p>		
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.	3
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.	5
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>The admission criteria for the BSc programme are clear. However, such must be clarified and formalized for the graduate and postgraduate programmes.</p>		

Findings

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

While planning and follow-up procedures on teaching courses are not sufficiently formalized, feedback from student and teachers indicate general satisfaction and healthy relationships.

Strengths

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

Teaching practices in the Department and communication with students are very good, revealing the existence of rapport between teachers and students. This can also be related to the good balance in student to staff ratio.

Areas of improvement and recommendations

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

The planning of all educational programmes and the integration of theory and practice can be improved, e.g. through the introduction of hands-on projects and activities with practical outcomes within existing courses. This could be facilitated by exploiting the new buildings and by introducing recommended specialization study streams for students.

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	Compliant
4.2 Organisation of teaching	Compliant

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.	4
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.	N/A
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.	5

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

Teaching resources appear adequate. According to information obtained by the EEC during interviews, it is difficult for the Department to attract visiting professors.

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

18 full-time teaching staff; 2 special teaching staff (one of which is in the process of hiring), no visiting professors, no special scientists on lease services.

Findings

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

The EEC found the Department well-staffed with academic and technical support personnel for the number of students at present.

Strengths

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

Well qualified and highly motivated personnel.

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 found that professional development for the teaching staff would benefit from the implementation of a mentorship programme in the Department to facilitate the academic promotion procedures.

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.	3
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.	3
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	4
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.	4
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.	4

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

MME has very strong research activities and outcomes in selected areas, but not within an internal policy framework.

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 a very strong research profile and adequate facilities in selected areas. Transfer of research outcomes to teaching exists, but respective procedures are not formalized.

Strengths

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

Enthusiastic and dedicated researchers create consistently good reputation for the Department. The success in soliciting research funding in specific areas is well above average among corresponding Departments, at least within Cyprus.

Areas of improvement and recommendations

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

MME must elaborate strategy and procedures to encourage the development across all areas in the Department's research portfolio. This could be facilitated by the establishment of a dedicated research committee, chaired by an academic acting in the capacity of director of research.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Research mechanisms and regulations	Partially 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.	4
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.	3
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.	3
7.6	The Department's external audit and the transparent management of its finances are ensured.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	3
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>The partially compliant scores refer to the limited extent of strategies in the Department which could be more directly linked to budgeting and other financial matters.</p>		

Findings

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

The resources appear to be rather adequate, but EEC found them not directly linked to a formalized strategy and unequally distributed through the years.

Strengths

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

Strong research areas in the Department make excellent financial contributions to research resources that significantly exceed internal funding for research.

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 recommends applying strategic effort to homogenize research activities across all thematic areas in the Department and encourage further collaborations with industry. This would enable a more balanced distribution of external research funding through the years and facilitate financial planning and resources. The Department can also elaborate tools (financial means) for reaching out to external stakeholders for potential collaborations.

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 EEC found that the Department operates thanks to the devotion and hard work of all academic and non-academic personnel and students involved in day-to-day activities. The academic personnel carry the skills necessary for good teaching and research. The Department is successful in attracting some of the best student talent in Cyprus interested in mechanical engineering. Recent investments in aggregating all available facilities and infrastructure within one campus is expected to give a major boost to the Department's coherence and the development of a community research and teaching culture in mechanical engineering.

At the same time, the efficiency of the Department operations would be significantly enhanced through the elaboration of a solid strategic plan with short-, medium- and long-term objectives. This would need to be supported by the development of formalized procedures that are to be strictly followed, monitored and systematically reviewed. The latter should be implemented and carried out by existing and new committees, as necessary.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Pavlos Aleiferis	
Dmytro Orlov	
Dimitrios Kyritsis	
Iakovos Christodoulou	
Giorgos Georgiou	

Date: 02.03.2024

