

Doc. 300.1.2

Date: *Date.*

## Higher Education Institution's Response

- **Higher Education Institution:**  
Frederick Institute of Technology
- **Town:** Nicosia
- **Programme of study Name (Duration, ECTS, Cycle)**

**In Greek:**

Τεχνικός Ηλεκτρονικών και Ηλεκτρολογικών  
Συστημάτων (2 έτη/120 ECTS, Δίπλωμα).

**In English:**

Electrical and Electronics System Technician (2  
years/120 ECTS, Diploma)

- **Language(s) of instruction:** Greek / English
- **Programme's status:** Currently Operating
- **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>The website of the study programme has been recently updated to make it more appealing and update the information provided to the public about the programme. The Institute should invest additional resources in the website to make sure that all provided links are operational so that potential students interested in the study programme can get relevant information about it. Additional suggestions could include the use of testimonials from past/active students in a very visible position, as well as highlighting the tight collaboration with the Cypriot industry by including references to notable companies that have hired graduates of the study programme.</p>	<p>The Institute acknowledges the Committee's observation regarding the recent update of the study programme's website and agrees that the online presence plays a crucial role in informing and attracting prospective students. In response, a comprehensive review of the programme's webpage was conducted in July 2025, during which all hyperlinks were tested and updated to ensure full functionality. Mechanisms are now in place to review and maintain the accuracy and accessibility of the site on a regular basis.</p> <p>To further enhance outreach and relatability, student and graduate testimonials are actively used across the Institute's digital media channels, including dedicated landing pages on Facebook and other promotional platforms. These testimonials reflect the authentic experiences of our learners and graduates and serve as a valuable resource for prospective applicants exploring the programme.</p> <p>With respect to the Institute's collaboration with Cypriot industry, we fully recognise the importance of highlighting this strength. While specific details of partnerships may not be publicly displayed due to privacy and institutional policy considerations, the programme maintains robust and ongoing engagement with relevant industry stakeholders. These collaborations continue to inform curriculum development, student placements, and graduate employment pathways, ensuring that the programme remains closely aligned with the needs of the labour market.</p>	<p>TOOK ACTIONS</p>
<p>While the study programme is already very well connected and appreciated by local companies, the Institute could consider reaching out and establishing strong collaboration connections with even</p>	<p>The Institute greatly values the Committee's recognition of the strong connections the study programme has already established with local industry partners. We consider this engagement to be a key pillar of the programme's success, both in terms of</p>	<p>Replied to recommendation</p>

<p>more and possibly larger Cypriot companies within the field to further enhance this stronghold of the programme.</p>	<p>student employability and the alignment of academic content with market needs.</p> <p>In this context, the Institute's Careers Office plays an active role in continuously building and expanding collaborations with industry. Through systematic outreach, the Office engages with a wide range of companies — including efforts to initiate contact with larger organisations — to explore potential partnerships that align with the programme's focus. These efforts are closely coordinated with the relevant academic departments to ensure that emerging opportunities are effectively integrated into the structure and objectives of the programme. In doing so, the Careers Office significantly contributes to maintaining and enhancing this stronghold of the programme.</p> <p>While maintaining the quality of existing partnerships, the Institute remains committed to strengthening and diversifying its engagement with industry in a targeted and strategic manner. This ongoing process is guided by both internal planning and input from external stakeholders, ensuring relevance, sustainability, and mutual benefit.</p>	
<p>While feedback mechanisms from the students are already in place, the committee suggests further enhancing them and making them more structured. This could be achieved, e.g. by establishing regular feedback sessions where students (or representatives of the students) and faculty members meet and compile a list of possible adjustments and enhancements to the study programme for the institute to consider. Minutes of those meetings should be kept for documentation purposes.</p>	<p>The Institute welcomes the Committee's recommendation to further enhance and structure the existing feedback mechanisms. We fully recognise the value of consistent and organised dialogue between students and faculty as a means of supporting continuous improvement in the programme.</p> <p>As part of a broader institutional initiative, a revised student feedback process has been implemented across all programmes of study. This takes place during designated advising weeks (the 6th and 12th academic weeks), during which each student meets individually with their academic advisor. These meetings serve a dual purpose: firstly, to review the student's academic performance and attendance and to identify any necessary corrective actions; and secondly, to gather structured feedback from students regarding the programme of study. A new standardised form has been introduced for use during</p>	<p>Replied to recommendation</p>

	<p>these sessions. It serves both as a record of the meeting (capturing key points and follow-up actions) and as a formal channel for collecting qualitative input on the student experience, including suggestions for programme enhancements.</p> <p>Through this structured and student-focused process, the Institute ensures that feedback is systematically gathered, documented, and incorporated into the continuous development of the programme.</p>	
<p>Similarly, apart from the ongoing communication with relevant companies, the committee suggests that the study programme establishes an advisory board or some sort of industrial stakeholder panel that meets regularly (once or twice a year) with faculty members and provides the Institute with feedback and suggestions for further enhancing the study programme from the perspective of the market needs.</p>	<p>In direct response to this recommendation, the “Electrical and Electronics System Technician” programme has adopted a structured engagement mechanism at the programme level. Twice per academic year, the Programme Committee—comprising the Programme Coordinator, the Scientific Advisor, two academic staff members, and selected industrial stakeholders—will convene to review current labour market trends, assess the programme’s alignment with industry needs, and gather targeted feedback for ongoing curriculum development. The first meeting is scheduled for October 2025. Industry participants will be drawn from the fields of electrical installations, electronics and automation, and telecommunications.</p> <p>In addition to these meetings, the Committee will continue to organise short, topic-specific workshops within selected courses. These workshops, often delivered by professionals from the industry, offer students the opportunity to gain practical insights and exposure to real-world technologies and practices. This approach not only reinforces the applied nature of the programme but also strengthens the connection between theoretical instruction and professional application.</p> <p>This structured model ensures that the programme remains relevant, responsive, and well-integrated with the professional sectors it is designed to serve.</p>	<p>Took actions</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
The committee did not detect any areas for improvement.	We would like to thank the Committee for their positive feedback	Choose level of compliance:

### 3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>As the current number of students is very small, the number of teaching staff is sufficient.</p> <p>However, if the Institute wishes and eventually manages to expand the number of enrolled students, it should also gradually increase the personnel in order to maintain the same levels of close connection between students and teaching staff.</p>	<p>The Institute appreciates the Committee's forward-looking recommendation and views it as an important consideration in its ongoing strategic planning for academic capacity and programme sustainability.</p> <p>Maintaining close academic interaction and personalised support is a key strength of the programme and a core value of the Institute. In anticipation of potential growth in student enrolment, the Institute has already outlined provisions within its academic planning framework to ensure the gradual and proportional expansion of teaching personnel. A group of academically and professionally qualified instructors, with backgrounds aligned to the programme's subject areas, has been identified and can be engaged as necessary to support the delivery of teaching and maintain current standards.</p> <p>This approach ensures that any increase in student numbers will be accompanied by corresponding academic capacity, preserving the quality of instruction, accessibility of faculty, and overall student experience.</p>	<p>Replied to recommendation</p>
<p>In continuation of the above point, the very same is also true for the Academic Director &amp; Program Coordinator, who would need further support in their tasks and duties, to ensure efficient management of all aspects of the programme at the current excellent level.</p>	<p>The Institute fully agrees with the Committee's observation regarding the pivotal role of the Academic Director and Programme Coordinator in ensuring the effective operation and quality of the programme. Academic Director's close engagement with both students and faculty has been instrumental in achieving the high</p>	<p>Replied to recommendation</p>



	<p>standards recognised by the Committee.</p> <p>In recognition of the demands associated with this role—particularly in the context of potential programme expansion—the Institute has already taken steps to provide additional support. Specific tasks and responsibilities are being gradually distributed within the Programme Committee, and administrative assistance is being reinforced to alleviate the day-to-day workload of the Programme Coordinator. These measures aim to sustain the high level of responsiveness, academic oversight, and operational efficiency that currently characterise the programme.</p> <p>This approach reflects the Institute’s broader commitment to maintaining quality through adequate resourcing and effective academic leadership structures.</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
To attract more students, it may be helpful to more actively promote and further advertise this program to prospective students and relevant stakeholders.	<p>In this context, targeted promotional efforts have already been reinforced for the Electrical and Electronics System Technician programme. These include the use of digital marketing campaigns on social media platforms, the development of programme-specific landing pages featuring student testimonials, and participation in educational and career fairs. Additionally, direct outreach activities—such as presentations in secondary technical schools and collaboration with guidance counsellors—have been expanded to ensure that the programme reaches a broader and more diverse audience of potential students.</p> <p>Complementing these efforts, the Institute has launched a number of new promotional initiatives to further enhance visibility and appeal:</p> <ul style="list-style-type: none"> <li>• The proclamation of a 20% discount on annual tuition fees for the academic year 2025–2026, providing an added financial incentive for prospective applicants.</li> <li>• Television, radio, and social media advertisements, designed to connect the programme with an established and extensive audience beyond the Institute's routine communication channels.</li> <li>• The introduction of the Frederick Summer School</li> </ul>	Replied to recommendation taking actions

	<p>(2–6 June 2025), which offered graduate students from technical schools a series of hands-on workshops in electrical and electronics engineering, hosted in the Institute’s engineering labs.</p> <ul style="list-style-type: none"> <li>• The successful organisation of a STEM Camp for girls aged 13–16 (30 June – 4 July 2025), aimed at fostering early interest in science and engineering fields and promoting gender diversity in technical education.</li> </ul> <p>Together, these activities form part of a comprehensive and sustained institutional strategy to raise awareness of the programme’s strengths, applied learning approach, and strong links to industry, while also actively broadening access and inclusion.</p>	
--	---	--

## 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
The EEC did not detect any areas for improvement.	We appreciate the Committee's encouraging remarks.	Choose level of compliance:

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
N/A	N/A	N/A

## 7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
N/A	N/A	N/A

## B. Conclusions and final remarks


Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
During the whole evaluation process, the ECC has obtained substantial and insightful information regarding the operation and structure of the study programme offered by the Frederick Institute of Technology. The Institute has provided comprehensive documentation and support material. Based on the information collected from the submitted documentation and the onsite visit, the EEC can conclude that the study programme of the Institute being evaluated has high standards and meets the quality expectations.	The Institute appreciates the Committee's recognition of the high standards and overall quality of the Electrical and Electronics System Technician programme. We are pleased that the comprehensive documentation and transparency provided throughout the process contributed to this positive conclusion, and we remain committed to continuous improvement and excellence in vocational education.	Choose level of compliance:
The institute should invest additional resources in the website to make sure that all provided links are operational so that potential students interested in the study programme can get appropriate information about it.	As previously noted, a comprehensive review and update of the programme's webpage was completed in July 2025. All hyperlinks have been verified and corrected, and mechanisms have been established for ongoing maintenance. Promotional content has also been enhanced, including student testimonials and programme highlights shared through social media and external platforms.	Choose level of compliance:
While the study programme is already very well connected and appreciated by local companies, the Institute could consider reaching out and establishing strong collaboration connections with more and possibly larger Cypriot companies within the field to further enhance this stronghold of the programme.	As outlined earlier, the Institute—through the Careers Office—has intensified efforts to expand its network of industry collaborators. Additional outreach has been initiated toward larger organisations, with a focus on strengthening opportunities for internships, practical training, and graduate employment.	Choose level of compliance:
Similarly, apart from the ongoing communication with relevant companies, the committee would suggest that the study programme establish an advisory board or some sort of industrial stakeholder panel.	In response to this recommendation, a structured engagement mechanism has been adopted at the programme level. The Programme Committee, now including representatives from the fields of	Choose level of compliance:

	electrical installations, electronics/automation, and telecommunications, holds two meetings annually with industry stakeholders to review curriculum alignment, labour market needs, and programme relevance.	
In order to expand the student intake number on the study programme, the Academic Director & Program Coordinator would require further support in their tasks and duties.	As detailed in our earlier response, the Institute has already taken steps to support the Programme Coordinator's role. Tasks are being distributed within the Programme Committee, and administrative support is being enhanced to ensure effective programme management as student numbers grow.	Choose level of compliance:





### C. Higher Education Institution academic representatives

<i><b>Name</b></i>	<i><b>Position</b></i>	<i><b>Signature</b></i>
<b>Dr Pavlos Mavromatidis</b>	Academic Director, Programme Coordinator	

**Date:** 13/8/2025

