

Doc. 300.1.1

Date: 3 June 2022

# External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**  
Cyprus College Nicosia
- **Town:** Nicosia
- **School/Faculty (if applicable):** Cyprus College
- **Department/ Sector:** Department/Sector
- **Programme of study- Name (Duration, ECTS, Cycle)**

**In Greek:**

Programme Name

**In English:**

Electrical Technician (2 academic years, 120 ECTS,  
Diploma)

- **Language(s) of instruction:** Greek
- **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. Introduction

*This part includes basic information regarding the onsite visit.*

The onsite visit was carried out as an online evaluation during Friday May 27<sup>th</sup>, 2022, which included various presentations, meetings and video tours all using Zoom.

Before the online visit, the EEC members were provided with relevant program documents and videos to review.

All arrangements were satisfactory, including documentation, presentations, and discussions.

The members of the CCN gave extensive and detailed presentations and were very willing to answer questions asked by the committee. Additional complementary data and information were provided quickly to ensure a seamless evaluation procedure by the committee members. The committee firmly believes that this evaluation report has not been affected by the virtual nature of the visit. This is thanks to the efforts of all the parties involved.

All in all, the EEC found that the CCN has provided comprehensive documentation and information for this evaluation process. The EEC would like to express its gratitude to the CCN colleagues for their efforts in accommodating and facilitating this evaluation of the program of study.

The specific findings and suggestions for further improvement from the EEC are provided in the rest of this report.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Michael A. E. Andersen</b>	Professor	Technical University of Denmark
<b>George K. Karagiannidis</b>	Professor	Aristotle University of Thessaloniki
<b>Marko Čepin</b>	Professor	University of Ljubljana
<b>Panagiotis Chrysanthou</b>	Student	University of Cyprus
<b>Name</b>	Position	University
<b>Name</b>	Position	University

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

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
  - (a) sub-areas*
  - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
  - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

### Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite 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 to be dealt with, 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. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- *The report may also address other issues which the EEC finds relevant.*

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

### **Sub-areas**

- 1.1 Policy for quality assurance**
- 1.2 Design, approval, on-going monitoring and review**
- 1.3 Public information**
- 1.4 Information management**

### **1.1 Policy for quality assurance**

#### **Standards**

- *Policy for quality assurance of the programme of study:*
  - *has a formal status and is publicly available*
  - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*

### **1.2 Design, approval, on-going monitoring and review**

#### **Standards**

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
  - *is designed so that it enables smooth student progression*
  - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
  - *defines the expected student workload in ECTS*

- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

### 1.3 Public information

#### Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
  - *selection criteria*
  - *intended learning outcomes*
  - *qualification awarded*
  - *teaching, learning and assessment procedures*
  - *pass rates*
  - *learning opportunities available to the students*
  - *graduate employment information*

### 1.4 Information management

#### Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - *key performance indicators*
  - *profile of the student population*
  - *student progression, success and drop-out rates*
  - *students' satisfaction with their programmes*
  - *learning resources and student support available*
  - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*



### Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

The ECC has found that the diploma programme Electrical Technician has been well structured, follows well-established principles, and reflects best practice. It meets the standard expected at higher education institutions. The content to be delivered is appropriate to the scope and the objective of the evaluated programme. There is a sufficiently efficient mechanism for feedback, where for each course, students provide their feedback via formal questionnaires and teaching staff members can adjust their teaching according to this feedback. The students have also been offered good opportunities for industry practice and experience. As many members of the teaching staff are part-time employee at the college it is obvious for them to bridge the gap between teaching and industrial and commercial experience, by feeding their work experience into their teaching. The college has a well-organized administrative team, which support students and staff well. Furthermore, the college have established the internal quality committee to ensure adequate procedures of quality insurance.

### Strengths

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

The ECC has found that the diploma programme Electrical Technician has been well maintained by the Cyprus College Nicosia. This programme has been offered to students at international standards for topics, quality of teaching, resources, and infrastructures. The teaching staff members and the administrative staff have spent a great amount of efforts to build a supportive and friendly culture, which takes student feedback into account, and well support students for their studies. This has been particularly important during the Covid-19 pandemic, where the college has provided various good practices to avoid too many disruptions to the students' learning. For example, hybrid teaching has been carried out, where recorded lecture videos have been made available to the students. The student-to-staff ratio is low, which means that students are provided with sufficient support.

### Areas of improvement and recommendations

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

Currently, the college has provided a formal channel for students to feed their opinions and suggestions for individual courses back to the college. However, it is not clear to students how the college has taken this feedback into consideration. As such, the college may want to build a regular staff-student meeting, which not only helps the students to understand the actions taken by the college towards the student feedback, but also helps the college to detect any potential issues at a very early stage, instead of waiting until the end of each term. Furthermore, such a staff-student meeting can ensure that students are involved in the development of the programme and the update of the curriculum.

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



Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

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

### Sub-areas

**2.1 Process of teaching and learning and student-centred teaching methodology**

**2.2 Practical training**

**2.3 Student assessment**

### **2.1 Process of teaching and learning and student-centred teaching methodology**

#### Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

### **2.2 Practical training**

#### Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

### **2.3 Student assessment**

#### Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*

- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

*You may also consider the following questions:*

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

## Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

Teaching and students' assessment methods are well defined, and they consider the learning outcomes and the goals of the program. These goals are in line with the needs of an Electrical Technician today and can be summarized as: to provide the necessary theoretical knowledge and technical training, required by skilled electrical technicians for building electrical installations and the development and maintenance of power plants from Renewable Energy Sources. According to the opinion of the committee, the students after graduation will have the theoretical skills and practical skills that will enable them to work directly as trained auxiliary staff.

Students are admitted based on a filled Application Form and providing the high school Leaving Certificate. All applicants must have completed a secondary (high) school education or the equivalent to be considered for admission. It is not clear if there are any quality restrictions or any admission control.

The students' abilities and learning needs are gauged based on their previous education in high school and their experience (some of them have already practical experience on electrical installations and solar panels).

Students are supported to facilitate the development of their intellectual, emotional, recreational and career growth. In this way, the role of the Academic Advisor is very important to guide students, provide counselling and solve problems that they face in the academic environment. Furthermore, the Advisor monitors the academic progress and evolution of students from the beginning to the end of their studies.

Students reported that the assessment system and the criteria regarding student performance, are clear, adequate, and known to the students.

It is very important that there is a committee with the purpose and mission to provide facilities and support to students with disabilities and special educational needs. Also, there is a unit, called Center of Applied Psychology and Personal Development (KEPSYPA), with a significant role in providing psychological services (Prevention-Assessment-Therapy) to the members of the college.

The college offers a variety of software and hardware platforms to develop the students' skills. The platforms are offered for coursework but also for practical experience.

Teaching is mostly conducted in the traditional classroom setting. The response during the Covid-19 pandemic was robust as the students report, and all the teaching carried on online without interruptions or problems. The students said that they felt fully supported from the teaching staff.

There are theoretical and practical aspects in the curriculum of the program and an extensive practical training with local industry and building companies. The students report a great experience with the practical training and are excited to work on real world electrical projects.

## Strengths

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

Teaching and assessment methods are well defined and in line with the goals of the program and learning outcomes.

There is a very good balance between theory and practical experience.

Students are supported by the teaching staff very well to facilitate the development of their intellectual, emotional, recreational and career growth.

Special attention is given to students with disabilities and special needs.

**Areas of improvement and recommendations**

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

The admission quality control is not clear. It should be better defined.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

### 3. Teaching staff (ESG 1.5)

#### Sub-areas

- 3.1 Teaching staff recruitment and development**
- 3.2 Teaching staff number and status**
- 3.3 Synergies of teaching and research**

#### **3.1 Teaching staff recruitment and development**

##### Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

#### **3.2 Teaching staff number and status**

##### Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

#### **3.3 Synergies of teaching and research**

##### Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*



- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

*You may also consider the following questions:*

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

### Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

All the members of the teaching staff have an MSc or a PhD in relevant fields with the learning needs of the course. The number of full-time personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.

The EEC considered the submitted documentation (including the CVs of the teaching staff) and met with staff to understand how the college recruits, appoints, and intends to support the teaching staff of the program, to deliver high quality teaching, and student experience.

The CVs of existing staff demonstrate sufficient evidence of having prior and relevant teaching and work experience on the topic of the course. However, their research expertise and publication records are in general very limited.

It is not clear to EEC the recruitment process for the teaching staff. Also, there are not clear criteria for different teaching ranks (professor, associate professor etc) and clear guidelines for progression and promotion.

There are currently 11 teaching staff members. Teaching workloads is reasonable, and the student/staff ratio is very competent.

The EEC recognizes the evidence of mechanisms enabling the gathering and analysis of student feedback.

From the interview and the submitted documents, the EEC concluded that the program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.



There are no visiting professors.

### Strengths

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

Staff expertise and relevance to the program.

There is a well-defined mechanism for gathering and analysis of student feedback.

The coordination of the program is robust.

### Areas of improvement and recommendations

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

The recruitment process for the teaching staff should be defined to ensure quality and fairness.

It would be very positive to establish different teaching ranks and clear guidelines for their progression and promotion.



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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant

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

##### Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

##### 4.1 Student admission, processes and criteria

###### Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

##### 4.2 Student progression

###### Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

##### 4.3 Student recognition

###### Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
  - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
  - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

#### 4.4 Student certification

##### Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

*You may also consider the following questions:*

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

##### Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

Regulations regarding student admission are in place. The admission processes are in place. An entry requirements are stated (high-school leaving certificate) in order to support various educational backgrounds.

The teaching advisors monitor and support student progression. The number of students in each class allows for constructive teaching and communication.

Regulations regarding student recognition are in place. Diploma certificate is provided at the end of educational process.

##### Strengths

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

Clear and simple admission procedures.

Well organised school administration.

##### Areas of improvement and recommendations



*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

It seems that the institution does not have a diploma supplement, which is in line with practice at universities, on the other hand the school is industrial oriented and there is no need for many activities related with prior learning and work experience or with additional activities, which would form the basis for the diploma supplement.



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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

## 5. Learning resources and student support (ESG 1.6)

### Sub-areas

#### 5.1 Teaching and Learning resources

#### 5.2 Physical resources

#### 5.3 Human support resources

#### 5.4 Student support

### 5.1 Teaching and Learning resources

#### Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

### 5.2 Physical resources

#### Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

### 5.3 Human support resources

#### Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

## 5.4 Student support

### Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

*You may also consider the following questions:*

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

### Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*



Teaching and learning resources are adequate and accessible. This is related with teaching environment at the institution location. This is related with the equipment in laboratories, which is provided to students to support the achievement of objectives in the study programme. The resources fit the purpose of the institution. Student-centred learning and teaching are both considered for allocation of planning the learning resources.

Physical resources such as laboratory equipment, infrastructure for teaching in rooms or on distance are adequate for conduction of the study programme. Change in the number of students does not affect the quality of the resources.

Qualified teachers and qualified administrative staff are adequate for the study program. If the circumstances change e.g. requirements for learning on distance appear, or e.g. number of students change in another year, the adequacy of resources remains more than acceptable. Students are well informed about the resources including equipment, computer rooms and library.

Support to students is provided considering the needs of the students. A good example is timing of classes, which is adjusted to the needs of the majority of students, who work in parallel in the morning, so the activities are mostly conducted in the afternoon. Student feedback related to study is collected and evaluated.

### Strengths

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

Very good laboratory equipment, which enables conduction of practical learning in addition to the theory provided,

A large and equipped library with wide support of personnel and with access to scientific databases, books and journals on the subjects related to the study program and wider. Library is wider and serves also to the other purposes in addition to the needs of this institution, but this is normally expected as the institution is not very large.

Flexibility of schedule of teaching is adjusted to the student needs.

### Areas of improvement and recommendations

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

No areas of improvement or recommendations for better situation is identified in this subsection.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
<b>5.1</b>	Teaching and Learning resources	Compliant
<b>5.2</b>	Physical resources	Compliant
<b>5.3</b>	Human support resources	Compliant



5.4	Student support	Compliant
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## 6. Additional for doctoral programmes (ALL ESG)

### Sub-areas

- 6.1 Selection criteria and requirements**
- 6.2 Proposal and dissertation**
- 6.3 Supervision and committees**

### **6.1 Selection criteria and requirements**

#### Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
  - *the stages of completion*
  - *the minimum and maximum time of completing the programme*
  - *the examinations*
  - *the procedures for supporting and accepting the student's proposal*
  - *the criteria for obtaining the Ph.D. degree*

### **6.2 Proposal and dissertation**

#### Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - *the chapters that are contained*
  - *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - *the minimum word limit*
  - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

### **6.3 Supervision and committees**

#### Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*

- reports per semester and feedback from supervisors
- support for writing research papers
- participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.

You may also consider the following questions:

- How is the scientific quality of the PhD thesis ensured?
- Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?
- Can you please provide us with some dissertation samples?

### Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Not applicable

### Strengths

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

Not applicable

### Areas of improvement and recommendations

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

Not applicable

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable



## 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 programme of study under review may be achieved, with emphasis on the correspondence with the EQF.*

The members of the EEC committee found the diploma programme Electrical Technician 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 teaching staff.



## E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
<b>Michael A. E. Andersen</b>	
<b>George K. Karagiannidis</b>	
<b>Marko Čepin</b>	
<b>Panagiotis Chrysanthou</b>	
Click to enter Name	
Click to enter Name	

**Date:** 3 June 2022