

Doc. 300.1.1

Date: 7 May 2025

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

- **Higher Education Institution:**
Frederick Institute of Technology
- **Town:** Nicosia
- **School/Faculty (if applicable):** N/A
- **Department/ Sector:** N/A
- **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
- **Programme's status:** Currently Operating
- **Concentrations (if any):** N/A

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].

In Greek: N/A

In English: N/A

A. Introduction

This part includes basic information regarding the onsite visit.

An External Evaluation Committee (EEC) was assembled to evaluate the “Electrical and Electronics System Technician” (2 years/120 ECTS, Diploma) programme of study offered by Frederick Institute of Technology. The evaluation process was performed under the curation and support of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) and more specifically of Mr. Avramis Despotis. The evaluation took place physically on May 6, 2025 at the premises of the Frederick Institute of Technology, in Gianni Freiderikou 7, Nicosia 1036, Cyprus. This report documents the results and findings of the EEC regarding the aforementioned study programme.

The evaluation of the study programme started when the EEC had a meeting with the Academic Director and members of the Academic Committee of the programme, discussing about the host Institution. Then, the EEC had a meeting with the members of the Internal Evaluation Committee and discussed the quality assurance processes of the study programme, as well as its mission and strategic planning, including a SWOT analysis. Thereafter, the EEC had a meeting with the Programme Coordinator and the Programme Scientific Advisor and discussed the content and the standards of the programme of study, the management of the programme of study, as well as the process of teaching and learning, the student-centred teaching methodology, the practical trainings and the student assessment. Next, the EEC had a meeting with representative members of the administrative offices, followed by a meeting with a panel of external stakeholders, i.e. representatives of relevant companies. The EEC visit also included a tour of the facilities of the Institution (i.e. library, computer labs, teaching rooms, training lab facilities) and discussed with the involved employees. After that, the EEC had a meeting with students of the study programme – both 1st year, 2nd year and graduated students – and discussed the study programme from the students’ perspective. Finally, after an internal coordination meeting of the EEC, the EEC had an exit discussion with the Programme Coordinator and the Programme Scientific Advisor.

During the whole evaluation process, the ECC has obtained substantial and insightful information regarding the operation and structure of the study programme. In particular, the Frederick Institute of Technology has provided comprehensive documentation and support material. Based on the information collected from the submitted documentation and the visit, the EEC can conclude that the study programme being evaluated has high standards and meets the quality expectations. This evaluation report describes how the standards are met and provides additional suggestions for further improvements.

The EEC would like to highlight that even though the application for evaluation of the study programme submitted by the Frederick Institute of Technology indicated both Greek and English as languages of instruction, the study programme is exclusively offered in Greek. Offering this study programme in English is being considered by the Institute but this will only potentially happen after careful development of all needed material and additional accreditation by CYQAA.

Finally, the EEC would like to take the opportunity to acknowledge the arrangements made by the Frederick Institute of Technology and the relevant faculty staff who facilitated the evaluation of the study programme.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Lazaros Nalpantidis (chair)	Professor	Technical University of Denmark
Andreas Demosthenous (member)	Professor	University College London
Emmanouil Kriezis (member)	Professor	Aristotle University of Thessaloniki
Georgia Christodoulou (member)	Student	University of Cyprus

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:*
 - *is a part of the strategic management of the program.*
 - *focuses on the achievement of special goals related to the quality assurance of the study program.*
 - *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*
 - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
 - *integrates employer surveys to adapt to evolving workplace demands.*
 - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
 - *is published and implemented by all 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*

- *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
- *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
- *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*
 - *collaborates with industry experts for curriculum development.*
 - *conducts joint reviews with external academic specialists to maintain academic rigor.*
 - *performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.*
 - *establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.*
 - *conducts regular feedback sessions with local community leaders for societal relevance.*

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*

In addition, the program has established mechanisms of transparency & communication to ensure that

- Professional bodies validate program descriptions and outcomes.
- Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- Industry-specific & societal information is regularly updated with expert inputs.
- Alumni testimonials are included for a realistic portrayal of program outcomes.

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
 - *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*
 - *industry trend analysis.*
 - *feedback mechanisms from external partners/stakeholders*
 - *data exchanges with professional networks*
 - *employer insights concerning career readiness*
- *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?*
- *How and to what extent are external stakeholders involved in the quality assurance process of the program?*
- *How is external stakeholder feedback gathered, analyzed and implemented,?*
- *In what ways do external stakeholders assist in making program information publicly available?*
- *How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment 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.

This 2-year study programme is well structured, follows well-established principles, and reflects best practices. It meets the internationally expected standards for such 2-years vocational study programmes. There are feedback mechanisms in place for students. The teaching staff brings students into contact with industrial and societal needs and ensures that current technological and market trends are covered in the studies. The Institute offers excellent support to the students in terms of administration, interconnection with the local companies and other support services.

Strengths

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

- Students of the study programme report very high satisfaction with the level and relevance of their studies, as well as the support and availability from the teaching staff. The teaching and laboratory facilities are of very good quality.
- Employability of graduates is excellent. The committee has experienced that the actual needs of the industry and companies in Cyprus for graduates of this study programme exceed the number of students, which leaves room for further expansion of the attending students. The connection of the study material and cases with the real-world needs is very positively assessed by the students. Furthermore, relevant companies have a very positive opinion about the study programme and they actively support it and its students.
- It is very positive that the dropout rate is extremely low and the vast majority of students conclude their studies on time, even though many of them maintain a job during their studies.

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 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.
- 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 more and possibly larger Cypriot companies within the field to further enhance this stronghold of the programme.

- 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.
- 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.

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.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

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.*

- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

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.*
 - *The time allocation for each assessment task is explicitly stated in course outlines, ensuring students are aware of the expected workload.*
 - *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

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.

- From the discussion with the staff as well as from the material provided by the HEI in the application, the EEC received the information that the students participate and enjoy their work placements in industry. This is important for the success of the programme in its aims to provide appropriate training to the students for the needs of the local industry.
- The majority of the compulsory courses of the program contain both lectures that cover the necessary theoretical and fundamental principles, as well as practical laboratories designed to reinforce the knowledge taught in the lectures. From the sample materials provided to the EEC (lecture notes for courses EE103 and EE201, lab assignments for courses EE113 and EE201) the quality is of a good standard and appropriate for this type of programme.
- The course materials are stored in an online platform that is accessible to the students. The description of the courses as well as their aims and learning outcomes are well explained.
- The sample exam papers provided (EE105_Jan 2024 and EE201_May 2024) are well structured with clear instructions. The quality of the exam questions as well as the level of difficulty is appropriate. The assessment methods also include quizzes in the majority of the courses. The quizzes are designed to both help students with their learning and provide continuous feedback to the instructors on the performance of the students.
- The department offers modern software platforms to the students for their courses. These include specialised AutoCAD software. The students can also access the software remotely via VPN.
- The students reported that the feedback from their assignments and laboratories is very useful and helps them greatly in their academic progress during their studies. The students also reported that the feedback is provided to them promptly (within 1 to 2 weeks in most cases).

Strengths

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

- There is a flexible program for office hours that works very well. As this is an evening programme, instructors ensure that they are available to address students' questions during the afternoons as well as after the lectures. Overall, there is a very strong support to the students in all aspects of the programme. Provision for extenuating circumstances for assessments is also strong.
- The labs and teaching rooms are modern, clean and well-equipped.
- Practical training is very strong.

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 committee did not detect any areas for improvement.

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.

- There are 13 members of teaching staff involved in the program under evaluation; the vast majority of them hold a qualification in Electrical/Electronic Engineering or Computer Science & Engineering. In terms of teaching staff status, there are 5 members who are academics at the Frederick University at the Assistant (2)/Associate (2)/full (1) Professor levels, 5 are Senior Lecturers or Lecturers at the Frederick Institute of Technology, together with 3 Instructors. Eight out of the 13 members of staff hold a PhD degree, mostly from UK academic institutions. Some of the Instructors were former graduates of this program, mainly involved in the teaching of laboratory classes. All the members of staff, except 2, are employed full-time.
- There is a clear procedure for hiring new members of staff. Also, there are appropriate procedures for promotion from one rank to the next, which are based on merit and not solely on the length of service. In all the above procedures, an ad-hoc Evaluation Committee is appointed in order to provide a recommendation to the Council of the Institute.
- The teaching load varies in the range of 10-15 hours/week for most members of the teaching staff. Academics from the Frederick University are involved in visiting lectures, thus their contribution is more limited in time.
- Courses and instructors are evaluated each semester by questionnaires that are completed by students. The majority of the students complete the questionnaires. The questionnaires are considered by the teaching staff for self-improvement.
- Research is encouraged but not compulsory for the Institute members of staff; however, they are encouraged to be involved to the extent it is possible. All members of staff who are employed by the Frederick University maintain a strong dimension of research activities, which is highly beneficial to the program of study offered by the Institute.

Strengths

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

- Courses are taught by staff members who have the appropriate background and qualifications. Many of them hold academic titles at the PhD or MSc level from established universities abroad. This allows for following new technological developments and international practices.

- The very small number of enrolled students per year (in the order of 10-15) allows for a friendly and personal approach to teaching and a very strong bond between instructors and students. Students are very happy with the teaching staff, can contact them in many different ways almost instantaneously, and they are also highly satisfied with the teaching facilities at their disposal.
- The Academic Director & Program Coordinator has an instrumental role, and this is widely recognized by all students. There is strong commitment to the immediate resolution of all issues related to studies and also to any possible improvement, with a friendly and personal approach.
- The synergy between the Frederick Institute of Technology and Frederick University under the Memorandum of Understanding for collaboration in academic and research activities and infrastructure resources provides a highly beneficial framework, with Frederick University academics contributing to the Institute courses with visiting lectures or allowing to follow new technology developments.

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.

- As the current number of students is very small, the number of teaching staff is sufficient. 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.
- In continuation of the above point, the very same is also true for the Academic Director & 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.

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.

- There are appropriate plans and teaching advisors to monitor and support student progression both during their courses within the Institute and during their industrial placement period. The dropout rate is very low, and the employability of the graduates is very high and immediate.

Strengths

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

- Students completing the program are prepared to apply and obtain the certification of "Electrical Installer/Technician" and of "Electrical Appliance Maintenance Technician" according to the "Electricity Law, Amending Regulations of 2019 (ΚΔΠ 193_2019)".
- In addition, these professional qualifications are recognized within the EU according to the EU Directive 2005/36/EC.
- The reputation of the study programme and its graduates among Cypriot relevant companies is very good.

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.

- To attract more students, it may be helpful to more actively promote and further advertise this program to prospective students and relevant stakeholders.

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.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

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.

- The facilities are modern and in very good condition.
- The university offers scholarships as a means of financial support.
- There is a well-equipped library on campus. The library holds in excess of 130,000 physical and over 300,000 e-copies of books and other study materials. It is important that the university provides access to scientific online databases through VPN.
- The student welfare service and departmental support are strong and enjoy the mechanisms and support of the Frederic University.

Strengths

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

- A very active and engaged academic coordinator exists for the programme who ensures the smooth operation of the programme.
- Appropriate student-centred learning and flexible modes of learning and teaching are taken into account when allocating, planning and providing student support.
- The structure of the program is in line with the students' needs, in order to help them build a career in their field.
- The students reported an appreciation for the relevance and applicability of the program.

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 did not detect any areas for improvement.

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

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

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?
- Are the criteria reflected in 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.

N/A

Strengths

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

N/A

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.

N/A

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.

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 ECC can conclude that the study programme of the Institute being evaluated has high standards and meets the quality expectations.

The ECC would like to acknowledge the excellent efforts of the Institute in running this study programme, but also suggest the following as potential points for further improvement:

- 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.
- 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.
- 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 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.

E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Lazaros Nalpantidis (chair)	
Andreas Demosthenous (member)	
Emmanouil Kriezis (member)	
Georgia Christodoulou (member)	

Date: 7 May 2025