

Doc. 300.1.3

Date:

Feedback Report from EEC Experts

- **Higher Education Institution:**
University of Cyprus
- **Town:** Nicosia
- **School/Faculty:** Faculty of Engineering
- **Department:** Department of Architecture Department of Electrical and Computer Engineering Department of Mechanical and Manufacturing Engineering Department of Civil and Environmental Engineering
- **Programme of study under evaluation**
Name (Duration, ECTS, Cycle) Master in Energy Technologies and Sustainable Design (MEng 3-8 Semesters/ 90 ECTS & MSc 3-8 Semesters / 96 ECTS, Conventional, Interdepartmental)

In Greek:

Μεταπτυχιακό Πρόγραμμα «Ενεργειακές Τεχνολογίες και Αειφόρος Σχεδιασμός (ΕΤΑΣ) (MEng 3-8 Εξάμηνα/90 ECTS & MSc 3-9 Εξάμηνα / 96 ECTS, συμβατικό, Διατμηματικό)

In English:

Master in Energy Technologies and Sustainable Design (MEng 3-8 Semesters/ 90 ECTS & MSc 3-8 Semesters / 96 ECTS, Conventional, Interdepartmental)

- **Language(s) of instruction:** Greek and English
- **Programme's status:** Choose status
- **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. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Gerasimos Lyberatos	Chair	National Technical University of Athens
Charalampos Baniotopoulos	Member	University of Birmingham
Maurizio Filippo Acciarri	Member	University of Milano-Bicocca
Name	Position	University
Name	Position	University
Name	Position	University



B. Guidelines on content and structure of the report

The EEC based on the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) and the Higher Education Institution's response (Doc.300.1.2), must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.

1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

EEC's final recommendations and comments on the HEI's response

The main strength of the programme is its multi-disciplinarity. All four Departments of the Faculty of Engineering come together to form a programme on Energy, one of the main issues of modern society. The students acquire a more general exposure to the various aspects relevant to energy, production, distribution and use than would be possible by a single Department. The practical capstone projects teach them also how to appreciate complementary expertise and how to work effectively in collaboration with fellow engineers of other disciplines to tackle complex problems.

An additional strength is the availability of excellent opportunities for high level Master's thesis production taking advantage of the varying abilities and research infrastructures of the faculty members of the College of Engineering and the research centres involved in the programme.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
It is very important to enhance the program further with more electives in key areas, especially those of other renewable energy sources, such as bioenergy and geothermal energy, as well as in the areas of sustainability assessment and circular economy. This can be accomplished with additional faculty hirings either in permanent jobs or at least as visiting faculty members.	This is not about a new course being offered but about cancelling a recommendation to reduce the number of constrained elective courses offered by the contributing departments by one course (ARCH 549, ECE 685, ECE 686 and MME 508. This recommendation has been remanded, and the number of courses offered by each department participating in the degree program remains the same as before. The Academic Committee discussed, on 25/02/2025, the reinstatement of the elective course CEE 580 "Dynamics of the Atmosphere and Air Pollution Dispersion" (course description – annex 1).	Partial Compliance The reinstatement of one course "Dynamics of the Atmosphere and Air Pollution Dispersion" has been discussed but the decision is not presented. Of course, the recommendation is such that long term actions rather than immediate actions are anticipated. We wonder what is the general opinion, however, of the Academic Committee regarding our comment.
There is very little feedback and involvement from stakeholders, such as industry, professional bodies, local government etc. in revising the programme. It is suggested to form an advisory board that includes stakeholders	With regards to feedback from stakeholders this will further be enhanced through joint stakeholder and student / faculty engagement in real life projects as part of case studies in the program's curricula and with feedback from the stakeholders. Additionally, students engaged	Partial Compliance Some actions have been taken but we wonder what is the opinion regarding the formation of an advisory board.

and to consult it on a regular basis.	with stakeholders through the course POL 700. On January 31st, 2025, they met with members of the Parliamentary Committee on Energy, Trade, Industry, and Tourism, to discuss the country's energy strategic plan. On February 28th, 2025, they visited the construction site of the new square in Nicosia. The program is also planning three more visits/lectures for the current semester.	
It is also very important to publicise the programme properly by keeping the programme web page updated and by advertising it via social media and other publications in the effort to attract more international students. This will help increase the number of students and ensure a better up-to-date programme of study.	The program's site is being updated. https://etsd.ucy.ac.cy/en/ . Also a new program promotion campaign is underway for the coming announcement of spots to the program that involves an updated and enhanced website per the committee's recommendations. It is expected that the transition to teach the program in the English language will further augment the number of foreign applicants to the program. The program has also developed new promotional study guides and is preparing new materials for enhancing its presence on social media platforms and educational platforms for the next application cycle (annex 2).	Compliance Important steps have been taken.
It is important to keep track of the employment of alumni for the programme and to advertise it properly.	Last in this section, an effort is being made to coordinate with the administration of the respective departments the following up of the program's graduates. At this stage, the program has progressed in creating a form (annex 3) for recording alumni, as well as incorporating the ability for mentoring. This practice is to begin on the next graduation cycle this spring semester 2025. Additionally, the course POL 700	Compliance Important steps have been taken.

	“Engagement with practice and industry” now includes the offering of lectures by alumni of the program. Since 2021 the alumni survey has been carried out by the national graduate tracking mechanism. For more information, please visit the official site: https://skilltracking.highereducation.ac.cy/the-project/national-graduate-tracking-mechanism/	
--	---	--

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

EEC's final recommendations and comments on the HEI's response

A list of strengths, such as examples of good practices, achievements, innovative solutions, may be seen below.

- Overall, the programme is characterized by a good balance and combination of theoretical and practical studies on the various topics.
- The staff is devoted and of high scientific standards.
- In general, the support of the students for individual and social development is good.
- The number of students per teacher, although varying from year to year, is adequate.
- Capstone project is a hands-on project and can be considered as an asset of this programme, as it allows application of the theoretical knowledge obtained from the courses in a real-life setting, and at the same time it prepares students for working in multidisciplinary teams as is usually done in engineering projects.
- The way that students' feedback is collected is very informative and is used to constantly reevaluate the programs performance.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
The capstone project preparation of the students should be accompanied by a structured schedule of lectures/seminars; such seminars should start with the presentation in a detailed way of all the steps and the peculiarities of this collaborative project including the assessment and the peer marking scheme, and then, about the forms and the individual parts of a project (Introduction, Aim, Objectives, Research Questions to be addressed, Methodology to be developed, Case studies or Examples, Conclusions, Literature review etc). Additional seminars could be given by visiting scientists from	With regards to the capstone project, a revised syllabi have been agreed upon with the instructional team regarding all aspects suggested by the committee and including a revision (within a year and a half) of the software utilized to Rhino with the Lady Bug plugin. The topics have also been revised to move back to a single building appropriate in complexity to the task at hand or in case of multiple buildings, to screen them for compatibility and comparability. The assessment methods have also been revised to include components of individual assessment, which even though is not the peer assessment as defined by the	Partial Compliance All actions have been taken or are planned to be taken for the improvement of the capstone project and they are in the right direction. However, further improvements are needed, in particular related to peer assessment, industry-related topics and systematization of the seminars related to the digitalization of the projects (e.g. software utilized).

industry or academia on related research topics. Such lectures and visiting lecturers' seminars should be delivered e.g. every 2 weeks. The topics of the capstone projects should be fully ready with guidelines and should be advertised the very first day of the respective semester that the project starts. They should be also developed in collaboration of the lecturers with the stakeholders (in particular with industry). Assessment of the capstone projects is recommended to follow a very clear marking scheme, i.e. the exact contribution of different students to the various parts/components of the project. A significant part (e.g. 20-25%) of the mark could be given by each participating student to his/her mates within each project (peer marking) following a clearly defined peer assessment marking scheme. In addition, the assessment criteria (marking) for these components have to be defined in full details. Still the intended learning outcomes for certain individual courses need further clarification.	committee, it is very close to its spirit in terms of both collective and individual assessment of capstone team members. We intend to keep a close eye on assignments using the tools and platforms provided by our university to avoid similarity and keep well within the suggested percentages suggested by the committee. The course syllabi are under periodical scrutiny to avoid repetition of topics, even though the program's management committee also sees no wrong in similar topics being presented through the unique lenses of the individual departments participating in this programming, as this may present a more spherical and holistic view of key issues included in the coursework. You can find the updated syllabi in annex 4. Life Cycle Analysis and Circular Economy concepts are already included as part of the structure of at least two courses ARCH 538 & ARCH 549- annex 1) and discussion is ongoing as to the possibility and / or interest in offering courses specifically oriented towards these two (and others) topics. Assignment submission timelines are spelled out in each course syllabus, while connections to the industry and / or secondments will be explored further through two courses dealing with this aspect of practical and	
--	--	--

All assignments should first pass TURNITIN before final submission, and the respective similarity percentage should be clearly presented in the beginning of the submitted assignments. Repeatable chapters have been spotted in the educational material, whilst students mentioned that some topics are repeated. Therefore it is suggested all Syllabi be scrutinised to avoid repetitions. At least one more Elective course per Discipline (Architecture, Civil, Mechanical and Electrical Engineering) should be added to the list of elective courses.	professional exposure and training, though the program but also through institutional frameworks connecting academia to practice, as suggested in the Section 01 and also in Section 03.	
--	---	--

3. Teaching staff (ESG 1.5)

EEC's final recommendations and comments on the HEI's response

A list of strengths, such as examples of good practices, achievements, innovative solutions, may be found below.

- The teaching staff is highly qualified, bringing interdisciplinary expertise to the programme.
- Strong research activity among faculty members enriches the academic rigor and relevance of the curriculum.
- Collaboration across disciplines fosters innovative teaching and comprehensive learning experiences.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
Strengthen professional development opportunities for teaching staff, focusing on innovative teaching methodologies and the use of modern educational technologies. Try to hire faculty that can cover a wider spectrum of topics, especially the important missing ones mentioned elsewhere. Increase efforts to recruit more international faculty and visiting scholars to enhance diversity and global perspectives. Strengthen the involvement of industrial partners and international institutions to create impactful projects and enhance the programme's relevance. Develop a strategy to use research findings as a	Development opportunities for staff are already in place at the institutional level and an effort is being made to foster faculty development in the program itself and in the topics it delves upon. The Centre for Teaching and Learning (CTL) aims to support and develop teaching and learning so that these may correspond to modern needs and internationally compatible and competitive quality criteria. As part of its mission to promote and sustain the quality of teaching and learning at UCY, the CTL develops relevant mechanisms and policies for the quality assurance in these fields. Further, it organises a wide range of activities, such as seminars, training sessions, and lectures, in order to: support the Departments and academic staff on matters relating to teaching and, learning.	Partial Compliance The teaching staff is highly qualified, and several mechanisms for professional development and the integration of digital tools are already in place, notably through the Centre for Teaching and Learning. There is also evidence of collaboration with industry and the integration of research into teaching. However, limitations in the recruitment process and the lack of a clearly defined strategy for expanding staff expertise and systematically updating the curriculum prevent full compliance at this stage.

foundation to continuously update course content.

It is worth mentioning that the last workshop organised by the CTL on February 26th was about *AI in Academia: Best practices for integrating AI tools in teaching and for evaluating AI-assisted student coursework*.

In addition, the University subscribes Microsoft 365 as an instructional and administrative platform (including its AI components) and consequently all instructors are versed in its operation. Also the university use blackboard and BannerWeb platforms among others.

Both instructor and students have the opportunity to be trained on the use of specific software utilized in the courses offered in the program. Instruction also occurs directly by the software vendors. Examples such as those used for the capstone project include Rhino and its plugin Lady Bug

Through the capstone design project, the program gets involved with industrial partners such as (hotels, ministry of education, municipalities, ministry of transport, communications and works, ect)

In terms of recruiting staff this is limited or allowed only to the extent that these positions become available by the state. In the meantime, however, exchange opportunities through Erasmus and YUFE and revisited to allow for the

	internationalization of the program, its faculty and its students. The previous point also delves upon the participation of staff and students in national and international research and consultancy projects which goes a long way in enhancing and broadening the participants' toolsets, feeding back into the curriculum and leading to updated and current course content.	
--	--	--

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

EEC's final recommendations and comments on the HEI's response

A list of strengths, such as examples of good practices, achievements, innovative solutions, may be found below.

- Each student once admitted to the program, s/he is appointed to an Academic Advisor.
- Due to the fact that the programme is interdepartmental having a rather low number of students per year, the student is given the advantage of utilising the low student-faculty ratio and the chance to move and collect data within all four departments.
- The online platforms of Online Banner Web and Online Blackboard System is a helpful tool during studies to check data and form the curriculum path.
- Overall there is support of appropriate high level by the staff of the programme to the students.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
The interdepartmental format of the programme, and the departmental split among the four departments, needs from the very first week to be more clear to the students. This is because, sometimes, the scheme confuses the students when they seek assistance or information directly from the departments, instead of contacting the interdepartmental administrator. Despite the fact that the interdepartmental administrator (1 person) is part-time (25%) employed, as the programme has a low number of students, communication with and support of students seems to be efficiently performed with the current workload.	A first meeting has already taken place on January 15th, 2025, with existing and new students and has been structured into the advising and feedback loops of the program with the administrative arms of the individual departments being now in closer contact with the programs own administrative support, at the beginning and end of each semester. Furthermore, it is our aspiration of all involved in the program that as it transforms into a truly international program taught in English its success will allow the program to solicit further administrative and technical support from the School of Engineering and the University resources and reach the 50% goal recommended by the evaluation committee.	Partial Compliance The action regarding information for the students has been implemented. The other recommendation regarding administrative support concerns a long term issue and we are glad that the Academic Committee is in agreement with us.

However, as now with the delivery of all courses in English the number of students is expected to be significantly increased, it is recommended that the interdepartmental administrator (being a key person in the everyday delivery of the programme) should be at least 50% with a permanent contract to strongly enhance the resilience of the programme and the moderation of any future administrative and coordination risks.

5. Learning resources and student support (ESG 1.6)

EEC's final recommendations and comments on the HEI's response

A list of strengths, such as examples of good practices, achievements, innovative solutions, may be found below.

- The programme benefits from state-of-the-art facilities, including access to research Centres of Excellence.
- The programme appears to have sufficient flexibility to adjust its resources to accommodate fluctuations in student numbers, but this is not explicitly detailed in the documents provided.
- In the short term, three of the four departments participating in the programme will find space in the new campus buildings. This will help increase interdisciplinary exchange and interaction between teachers and students.
- Students have access to licensed software and digital tools necessary for their coursework and research.
- Physical resources, including premises, libraries, study facilities, and IT infrastructure are adequate to support the study programme.
- Laboratories are well-equipped to support interdisciplinary learning, practical training, and research synergies.
- The programme has a dedicated administrative team that ensures smooth operations and supports students in day-to-day activities.
- Students are assigned academic advisors who provide guidance on academic matters.
- Students are looked after appropriately also thanks to the currently limited number.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
Regularly evaluate the adequacy and accessibility of resources. Ensure that students are trained in the use of available software and tools to maximise their benefit. Enhance accessibility features for students with special needs or physical limitations. Monitor student feedback on the adequacy of physical resources and make adjustments as necessary.	Per the committee's recommendations, the interdepartmental management committee with the support of the individual departments has already initiated advising and feedback loops for existing and new students admitted to the program starting this semester to: • Evaluate adequacy and accessibility of resources • Support software and hardware training to all of the tools used in the program	Compliance The EEC acknowledges the institution's comprehensive efforts to strengthen student support and ensure adequate learning resources and agrees with the assessment of compliance. The implementation of feedback mechanisms, training initiatives, and administrative support structures are clear indicators of a well-functioning support system. However, some areas offer room for further

Strengthen counselling and mentorship services to address the diverse needs of students, including career guidance and personal support. Provide training for administrative staff to enable a good support of handling international student needs. Improve WEB page of the programme with information and services available for students. Expand career support services to align better with global job market trends and employer expectations. Strengthen initiatives for international student support, including tailored orientation programmes and ongoing academic assistance. Increase the level of financial autonomy of the programme by allowing the programme committee to dispense a higher percentage of the income to expenses relevant to the programme. Make student fellowships available as in other programmes as was the case in the past. Secure devoted IT staff to support the programme.	• Strengthen counseling and mentoring with the program and in practice • Continually update the program's website and its media presence • Try and secure dedicated admin and IT support resources • To enhance and expand existing professional recruitment initiatives ... and in general – given the above – to try to increase the program's solvency, autonomy and identity. Information about available services is available on the program's site: https://etsd.ucy.ac.cy/en/useful-information/ Also, the university's Center of Entrepreneurship supports students, young researchers, academics, administrative staff and graduates. Its mission is to promote a culture of entrepreneurship throughout the university community, establish high-quality services and interfaces for the transfer of scientific innovations and new ideas to the global market as well as contribute to the development of an innovative business ecosystem in Cyprus through the utilization of research results, infrastructure and know-how of the University of Cyprus in order to compete in the international business environment.	enhancement, such as the development of dedicated IT support for the program, expansion of career guidance services aligned with global job market demands, and the provision of targeted support for students with special needs. Additionally, continued efforts to improve the program's online presence and communication channels would further benefit students and increase the program's visibility.
---	--	--

	Student support mechanisms exist both at the Department level and centrally through the Academic Affairs and Student Welfare Service (AASWS). At the Department level, the University of Cyprus has adopted the institution of the Academic Advisor. An Academic Advisor is a member of the Department's faculty and is appointed for each student. The advisor follows - up the students' academic progress and guides them, particularly in connection with any problems faced in their academic performance. In addition, all academics set weekly office hours when meetings are arranged with the students regarding matters relating to their studies. Moreover, through the electronic BannerWeb system, students receive feedback on their projects and examinations, as well as other information concerning the content of the courses, reading materials etc. In addition to academic and research support offered can help students explore options offered by the University's Erasmus office for a exchanges or placements. The program does not have dedicated IT support but shares in that provided to the school of engineering which consists of four IT specialists.	
--	---	--

6. Additional for doctoral programmes (ALL ESG)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
---	----------------------------------	--

7. Eligibility (Joint programmes) (ALL ESG)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
---	----------------------------------	--

C. Conclusions and final remarks

The EEC must provide final conclusions and remarks, with emphasis on the correspondence with the EQF.

EEC's final conclusions and remarks

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
The interdisciplinary programme brings together all Engineering Departments collaborating to provide significant education opportunities on energy-related issues in a unique way, promoting hands-on real-life problem solving in an integrated manner. The human resources and the available infrastructure may indeed support high-level education and research activities. It is very positive that the language of instruction has been converted into English alone and the various Departments are in the process of moving to the same campus. These, along with a well thought publication campaign and continuous updating of the study programme, taking into account stakeholders' input, students feedback and international trends may help upgrade the programme to a very competitive one at an international scale.	The interdepartmental program management committee would like to thank once again the extremal valuable recommendations imparted by the visiting evaluation committee and hopes that its responses to its suggestions are satisfactory so that along with a well thought publication campaign and continuous updating of the study program, the relevant stakeholders' input, the staff and students' feedback and also cognizant of international trends, may be successful in augmenting the program's profile and to render even more competitive at an international scale.	Partial Compliance Some significant actions have been taken following our recommendations. We understand that other recommendations require more time as they require rather longer-term actions by the Academic Committee but also by the College Administration and the participating Departments. It is worthy to be stressed that, as the program intends to attract also international students, in other words as the program intends to enhance diversity and global perspectives, intense effort to recruit more international faculty and visiting scholars is needed. Overall, the programme demonstrates a solid foundation and a clear trajectory for growth. Continued refinement in these areas will contribute to further aligning the programme with best practices and international standards.



Name	Signature
Gerasimos Lyberatos	
Charalampos Baniotopoulos	
Maurizio Filippo Acciarri	
Click to enter Name	
Click to enter Name	
Click to enter Name	

Date: 2/05/2025

