Doc. 300.3.1/1

External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

Date: Date.

- **Higher Education Institution:**
Cyprus University of Technology
- **Town:** Limassol
- **School/Faculty:** Engineering and Technology
  - **Department:** Mechanical Engineering and Materials Science and Engineering
- **Programme(s) of study - Name (Duration, ECTS, Cycle)**

Programme 1 – [Title 1]
In Greek:
MSc Μηχανολογική Μηχανική (3 εξάμηνα, 90 ECTS)
In English:
MSc Mechanical Engineering
Language(s) of instruction: Greek

Programme 2 – [Title 2]
In Greek:

In English:
Programme Name
Language(s) of instruction: Greek

Programme 3 – [Title 3]
In Greek:
Programme Name
In English:
Programme Name
Language(s) of instruction: Greek

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 committee members visited the Cyprus University of Technology virtually during the period of December 17th and December 20th due to Covid-19 related travelling restrictions. Nonetheless, they were provided with a significant number of resources that helped with the evaluation.

During December 17th 2021, the virtual site meeting featured a short briefing of the members of the EEC with the CYQAA officer, which was followed by (a) an introduction of the members of the external evaluation committee; (b) meeting with the Vice Rector for Academic Affairs; (c) meeting with the member of the Internal Evaluation Committee; (c) meeting with the Dean of the School of Mechanical and Engineering and the Head of the Department and (d) meeting with the Head of the Department and the Coordinator of the Undergraduate's Programme.

Then followed separate meetings (a) with academic and teaching staff members; (b) administrative staff members and (c) students' representatives, during which the EEC members had the opportunity to have a thorough review of the Undergraduate's Programme as well as of the operation of the Department as such. Finally, a wrap-up discussion was held with the Head of the Department and the Undergraduate's Programme Coordinator, to clarify questions that came up during the day.

During December 20th, 2021 a virtual guided tour took place, visiting the Department's laboratories and teaching and research facilities.

Three meetings followed, namely: (a) with the Head of Department, the Coordinator of the Mechanical Engineering MSc programme and a Professor of the Department, (b) with the Head of Department and the Coordinator of the Doctorate (PhD) programme and (c) with the Head of Department, the Coordinator of the Energy Systems MSc programme and a Professor of the Department. In these meetings the 2 MSc programmes and the PhD programme were presented and discussed thoroughly.

A further meeting followed, with academic and teaching staff members, in which the discussion focused on the teaching, research and administrative aspects of all courses and on the overall operation of the Department. The members of the Department gave extensive and detailed presentations and were very willing to answer questions asked by the committee and offer additional data and complimentary information.

A meeting with 10 students, both under- and postgraduate ones, followed, discussing very openly their perspective and experience of the studies and of their life as CUT students.

An exit meeting was held with the Head of the Department, the Coordinator of the graduate programmes and a Professor of the Department.

Overall, the committee believes that the following report has not been affected by the virtual nature of the visit, thanks to the efforts of all the parties involved.

B. External Evaluation Committee (EEC)

Name	*Position*	*University*
Agis Papadopoulos	Professor	Aristotle University Thessaloniki
Maria Charalambides	Professor	Imperial College London
Dimitris Chrysostomou	Associate Professor	Aalborg University
Maria Papamichael	Student	University of Cyprus
Polycarpos Nicolaou	Professional Mechanical Engineer	Scientific and Technical Chamber of Cyprus Representative - ETEK

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 each 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.

Quality Assurance:

There is a clear quality assurance procedure and also a process for the introduction and approval of changes in the programmes at a departmental level. These processes are less clearly structured at the program level.

There is input from students, which is mostly related to problems in specific courses. There is no systematic program-level input from external stakeholders such as industry or the ETEK.

General university practices apply with respect to measures on intolerance, integrity, fraud, etc.

Information management

There is a good flow of information, considering the profile of the student population, their progress, success and drop-out rates, which is also enabled by the comparatively small number of students.

What needs to be enhanced is the feedback processing of students' satisfaction with their programmes. Also, a more structured information on career paths of graduates (for example career days once a year) would be helpful.

Public information:

Findings

The department's web site contains information on the MSc Mechanical Engineering programme's structure and requirements, learning aims, courses in each semester, qualifications awarded and admission criteria. Some more detailed information on the examination system, the pass rates and graduate employment opportunities would be helpful.

Strengths

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

Strengths

The programme is well organized and both its content and delivery correspond well to EQF. It is in accordance with its objectives and well aligned with developments in technology and society.
Information on the programme and its courses is available.
Monitoring of the graduates' careers is not structured, but still effective.

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.

Areas of improvement and recommendations

The programme has not been offered over the last couple of years. The Department intends to offer it again, so the main recommendation that can be made is to elaborate how it is aligned with the MSc Programme on Energy Systems, in order to avoid overlaps considering the students it aims to attract.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
		MSc Mechanical Engineering
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	Partially compliant

[Title 1]

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 and 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.

The Department offers a three academic semester MSc course in Mechanical Engineering a thesis-based or course-based option. The structure of the course is clearly laid out in detail and includes an option to take course from another CUT department or another University on approval from the Studies Committee. A detailed description is available for each course with clear aims and learning outcomes as well as the formal assessment.

No further comments can be made since the programme is not being offered

Strengths

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

A wide range of interesting course options are offered taught by experts at the top of their respective fields.

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.

Areas of improvement and recommendations

No further comments can be made since the programme is not being offered

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
2.1	Process of teaching and learning and student-centred teaching methodology	Not applicable
2.2	Practical training	Not applicable
2.3	Student assessment	Not applicable

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.

The academic staff is competent and the with excellent qualifications for teaching in the programme. The number of teaching staff is adequate for the curriculum of the programme as presented. The teaching staff brings many learning from active research into the course of the programme.

Given the high workload of the current staff it is recommended to consider hiring additional staff, if the programme is offered.

Strengths

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

The vast majority of the academic staff is competent and regularly engaged in research that is being transferred to the course material. The staff qualifications are adequate to deliver excellent courses in the programme. Recruitment of new staff members follow all the necessary regulations for fair, transparent and clear recruitment.

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 is apparent that the academic staff has a strong focus on research and connecting their gained knowledge with teaching. However, there is no established programme for the development of their teaching and pedagogical skills.
It is suggested to establish a 1-year pedagogical course for the development of the teaching skills of the existing and future academic staff. All academic staff should follow such course so the department can ensure that all teaching staff is up-to-date with the best teaching methods.
It is also advised to balance the workload of the teaching staff with hiring more teaching assistants.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
3.1	Teaching staff recruitment and development	Partially 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.

No students exist in this programme, hence no findings can be made.

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.

Areas of improvement and recommendations for PhD Mechanical Engineering

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
4.1	Student admission, processes and criteria	Not applicable
4.2	Student progression	Not applicable

4.3	Student recognition	Not applicable
4.4	Student certification	Not applicable

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.

Findings

No students exist in this programme, hence the findings refer to the overall organisation of the Department's student support.

The Department is relatively newly built and the teaching rooms are all modern and well equipped. There is a range of Laboratories to support practical skills (Metallurgy workshop, Physics Laboratories and Engineering measurements). There are very good library services and staff are dedicated, working long shifts to help students. The two libraries provide study spaces though there is always demand for more working spaces by students who prefer to work there rather than municipal libraries. Electronic library services are also provided to support student and staff needs. There are several computer rooms for teaching and computer rooms for students' use at the two Libraries. There is ICT support for managing all systems running in the University and an Estate Management Services team. The Department features a well organised e-learning platform (Moodle) to support student learning. All resources are fit for purpose. Though there are tutors/mentors assigned to students formally, it is not clear whether the students actually benefit from this system in terms of getting access to pastoral support and building mentoring relationships with the academic staff. There is a single, very committed, administrator in the whole Department. There are support structures available for students with special needs and learning difficulties.

Strengths

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

The Department's staff work hard to reach their ambitious goals of providing a good learning environment for their students. The university is relatively young and benefits from modern infrastructure; it is situated in a coastal town of a high standard of living. There are support structures in place mostly at University level. Tutoring hours are included in the course outlines and also posted on Moodle.

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.

Areas of improvement and recommendations for BEng Mechanical Engineering

Though pastoral support structures are in place at university level, it was not clear that the students knew about these and how to access them. Perhaps the Department could think of ways to strengthen communication about these services as well as consider whether such support can be complemented at the Departmental level to further strengthen the relationship between students and staff. In addition, the Department can form a working group with an aim to assess and evaluate how well their students are currently accessing the support they need (e.g. through devising an anonymous questionnaire for students to fill in).

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

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

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of each programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

Since this MSc course is currently not being offered it can be noted that its syllabus is well structured, serving the educational goals set.

The academic and teaching staff is of high quality and is highly motivated; the infrastructure is at a very good level and adequate for the educational and research activities.

Apart from this, the general comments apply, that refer to the Department's structure and operation.

D. Signatures of the EEC

Name	*Signature*
Agis Papadopoulos	
Maria Charalambides	
Dimitris Chrysostomou	
Maria Papamichael	
Polycarpos Nicolaou	

Date: 11.01.22

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