

Doc. 300.1.1

Date: October 20th 2021

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

- **Higher Education Institution:**
European University Cyprus
- **Town:** Nicosia
- **School/Faculty (if applicable):** School of Science
- **Department/ Sector:** Department of Computer Science and Engineering
- **Programme of study- Name (Duration, ECTS, Cycle)**
In Greek:
Programme Name
In English:
Electrical and Electronic Engineering (4 years/240 ECTS, Bachelor of Science (BSc))
- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**
In Greek: Concentrations
In English: Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].



A. Introduction

This part includes basic information regarding the onsite visit.

The onsite visit was carried out as an online evaluation during the Friday October 8th, 2021, which included various presentations, meetings and video tours all using Zoom.

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

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

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

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

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

B. External Evaluation Committee (EEC)

| <i>Name</i> | <i>Position</i> | <i>University</i> |
|-------------------------------|-------------------|--------------------------------------|
| Michael A. E. Andersen | Professor | Technical University of Denmark |
| Zhiguo Ding | Professor | University of Manchester |
| Emmanouil Kriezis | Professor | Aristotle University of Thessaloniki |
| Christos Charalambous | Representing ETEK | ETEK |
| Phivos Hatzilarkou | Student | University of Cyprus |
| Name | Position | University |

C. Guidelines on content and structure of the report

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- *The report may also address other issues which the EEC finds relevant.*

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

Sub-areas

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

1.1 Policy for quality assurance

Standards

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

1.2 Design, approval, on-going monitoring and review

Standards

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

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

1.3 Public information

Standards

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

1.4 Information management

Standards

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

You may also consider the following questions:

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

Findings

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

The ECC has found that Programme of Electrical and Electronic Engineering offered by European University of Cyprus has been well structured, follows well-established principles, and reflects best practice. It meets the standard expected at international universities. There is a sufficiently efficient mechanism for feedback, where for each course, students provide their feedback via formal questionnaires and faculty members can adjust their teaching according to these feedbacks. The students have also been offered good opportunities for industry placements and internships. In addition, the faculty members have tried to bridge the gap between teaching and research, by feeding some research to their teaching. The department has a well-organized administrative team, which support students and staff well. The staff-to-student ratio is high and hence is good for the students' learning experience.

Strengths

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

Department of Computer Science and Engineering of the European University of Cyprus has excellently maintained and delivered the Programme of Electrical and Electronic Engineering. In particular, the programme has been regularly reviewed by the department. As a result, this programme has been offered to students at international standards for topics, quality of teaching, resources, and infrastructures. The faculty members and the administrative staff have spent a great amount of efforts to build a supportive and friendly culture, which takes student feedback into account, and well support students for their studies. This has been particularly important during the Covid-19 pandemic, where the department has provided various good practices to avoid too much disruption to the students' learning. The students' workloads on different courses during the academic semesters have been well monitored and maintained according to the ECTS of the courses.

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.

In order to make the evaluated programme more student informed, the department may want to build more mechanisms to ensure that the students are informed about the department's actions and changes to the programme. For example, during the terms, regular staff-student meetings can

be useful to provide bi-directional communication channels between the department and the students. Such meetings also help the department to detect any potential issues at a very early stage.

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

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

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

Sub-areas

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

2.2 Practical training

2.3 Student assessment

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

Standards

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

2.2 Practical training

Standards

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

2.3 Student assessment

Standards

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

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

You may also consider the following questions:

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

Findings

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

The Department clearly benefits from its relatively small staff and from an appropriate staff/student ratio, enabling a high-quality learning and teaching environment to operate in. But the small number of BSc students might call for actions to increase the number.

Teaching methodologies in use are appropriate. The course portfolio includes a mixed of theory and practical work across various courses.

Student feedback suggests they find interactions between faculty members and students satisfactory.

Faculty members are readily available to students.

The process for student assessment is evaluated appropriately.

Strengths

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

The educational outcomes of this study program are well defined in the document Application for Evaluation – Accreditation Program of Study. For each of the courses (compulsory and elective), there is a clear specification of a) course purpose and objectives, b) learning outcomes, c) prerequisites, course content, bibliography, teaching methodology, and assessment.

Student feedback on teaching is directly received and considered by faculty members to improve course delivery and exam.

Appropriate size of department.

Good staff/student ratio.

Commitment of staff to their programmes and students.

Commitment of staff in use innovative teaching methods, including hybrid systems during the pandemic situation.

Areas of improvement and recommendations

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

Not many areas of improvement were detected for this program.

Consider getting student feedback during the term/semester to benefit the students and courses in the ongoing term/semester.

Consider a proactive strategy for increasing the number of BSc students.

Consider how the process can be made easier when the students have to choose elective courses for a given semester.

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.

The Department employs 17 members of teaching staff; 12 out of them hold qualification in Electrical/Electronic Engineering or Computer Science & Engineering, whereas the remaining 5 hold degrees in Mathematics. The former group teaches the core courses, and the latter group teaches mathematics and physics. In terms of teaching staff status almost half are at the Assistant/Associate Professor levels and the remaining are Special Teaching Personnel (STP) or Special Scientists (SS); Special Scientists are employed part-time. The majority of teaching staff hold a PhD degree, except for a few STP or SS members that hold an MSc degree. Teaching personnel has to complete a pre-evaluation period (2 semester probation period) before being offered a permanent employment contract.

The standard teaching load in the Department is 12h/week (or 4 courses per semester) which is considered very high. Members of staff that are active in research can apply for a "teaching reduction", which if approved halves the above to 6h/week (2 courses per semester); this teaching load is more aligned to widely acceptable practices at international level. The increased teaching load can be understood given the small number of academic staff, but in the long run it should not be disregarded so as to allow stronger commitment to research. The small number of teaching staff translates also into a relatively small number of research areas that are supported and also limits the possibility to offer additional specialized courses or electives.

Courses and instructors are evaluated by the end of each semester by questionnaires that are completed by students. The questionnaires are considered by the teaching staff for self-improvement and serve as input to the Program Evaluation Review (PER) procedure that repeats every five years. The PER procedure is well-structured, thorough and incorporates input and feedback from various Boards, Professional Bodies, surveys, and reports.

Publication records for some teaching staff members could be improved as the university wants to excel at international level. Though the publication metrics at departmental level improve over time, it appears that some of the teaching staff members are engaged exclusively or very heavily to teaching, with research activities occupying a small percentage of their time. Special provision and actions are necessary to improve the research performance and publication numbers.

Strengths

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

(a) Courses are taught by staff members that have the appropriate background and qualifications. Many of them have been educated (MSc and PhD degree) in established European or USA universities. This brings an international dimension to the offered BSc program and allows for the adoption or transfer of excellent practices from established higher education institutes worldwide.

(b) The small number of enrolled students allows for a friendly and personal approach to teaching and a stronger bond between instructors and students. Students are happy with the teaching staff, as well as with the facilities at their disposal.

(c) Teaching staff are mostly young and/or newly hired and this also provides for a more enthusiastic environment.

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.

(a) The teaching load of 12h/week is too high and should be reduced for all members of academic staff that are active in research. A reasonable distribution of workload should be 30% teaching, 50% research and 20% administration.

(b) The number of teaching staff should gradually increase over time with new hirings that will strengthen specific areas of specialization and also expand research activities.

(c) The research and publication output of some academic staff members should improve, to align with the anticipated expectations for an international university.

(d) Support for junior staff member should be provided at departmental level. It can include special provisions for newly appointed members of staff, moderate teaching load during the first two years to develop their own research agenda, financial support for equipment purchase, and space for their

research activities. A committee exclusively for junior staff can be set, accelerating their development through mentoring and guidance.

(e) Positions of visiting professors with high qualifications and international reputation should be considered for teaching specific topics, in-line with the Department's needs.

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 | Partially 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.

The programme, since 2014, is a conventional 4 years of study of 8 Semester (240 ECTS). It is accredited by the National Body of Quality Assurance and the National Professional Body for Engineers, ETEK in Electrical and Electronics. For the admission All applicants must have completed a secondary (high) school education or twelve years of schooling to be considered for admission to undergraduate study. The EEC noted that the EUC is interested in applicants with solid high school record, evidence of extra-curricular involvement and a high level of commitment.

For the benefit of students, the EUC offers new opportunities through collaboration with the Minjiang University as well as Erasmus+. Also students have the option to participate in internships via various ways. The past 4 years a number of 15 students participated in Erasmus Mobility program.

Students are well informed and aware about the programme, its aim and target and they evaluate their experience in the University very high. Also, students believe that they get enough hands-on exercises during courses. The students during their studies are provided with breadth of knowledge and a range of technical skills. The Department provides a supportive and encouraging learning environment to students, where students are not only supported by faculty members but also by the well-organized administrative and technical team.

For the current academic year the total number of enrolled students is 23. Graduates of the programme are employed in industry, in research and development or continue for further learning.

Strengths

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

The EEC agrees that there is a clear admission process and criteria. Also, students during their studies have many opportunities for mobility to help them enhance their knowledge and experience. Another strong point that the EEC is identified is the Job Platform of the University. Furthermore, the students benefit from the fact that the teaching is in English. It is also identified that students have very good relationship with instructors. During the Covid-19 pandemic students on the programme have been well looked after.

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 a young University, an area of improvement is to attract more students to the programme. This can be done through participating in educational exhibitions or advertising the academic achievements of the University as well as the opportunities as a BSc graduate.

Another recommendation is to make specific actions and find a way to make the programme more attractive to women.

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

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

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

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

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

5.4 Student support

Standards

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

You may also consider the following questions:

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

Findings

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

The EEC was virtually guided through the Department, observing the resources and facilities, and asking questions from the members of academic and administrative staff and students. The overall perception is that the Department has the necessary resources and infrastructure to meet the present requirements. The department is effective and professional in its learning and teaching activities. The EEC virtually attended a lab lecture and points out the high level of devotion of the lecturer in delivering the course.

As the student number in the programme is small, the teaching rooms are suitable for theoretical, practical and laboratory lessons. Physical resources and support services to the student are adequate. It is worth noting that during the Covid-19 pandemic period when the University premises were closed, the teaching was not influenced as the proper infrastructure was in place to support the remote teaching.

Strengths

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

The programme has a very good structure and support. Administrative and technical staff is well organised and provides high quality support. Resources are adequately used to provide good quality of services and outputs. The academic faculty is a united and cohesive group working together to advance the quality of research and teaching in the department. Students are highly satisfied with the quality of learning and teaching resources. A key strength in the department's learning and teaching activities is the academic and technical support given to students throughout their studies.

The well-equipped classrooms and high-speed network offer great learning experience to students. Furthermore, another strong point is the various specialized labs like Game Design Lab.

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 important to improve teaching with external visiting staff to enrich teaching and connect it with the industry.

Also, more courses should be offered with the support of labs like power systems and antenna communications.



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?
- Can you please provide us with some dissertation samples?

Findings

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

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.

The members of the EEC committee found the academic programme in BSc in Electrical and Electronic Engineering to be compliant in all examined aspects. The existing course offerings provide a balance between engineering fundamentals and practice. Moreover, active learning is encouraged through lab work and other means presented by the faculty.



E. Signatures of the EEC

| Name | Signature |
|------------------------|--|
| Michael A. E. Andersen |  |
| Zhiguo Ding | |
| Emmanouil Kriezis | |
| Christos Charalambous | |
| Phivos Hatzilarkou |  |
| Click to enter Name | |

Date: October 20th 2021