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Date: Date.

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

- **Higher Education Institution:**  
University of Central Lancashire Cyprus
- **Town:** Larnaka
- **School/Faculty (if applicable):** School of Science
- **Department/ Sector:** n/a
- **Programme of study- Name (Duration, ECTS, Cycle)**

**In Greek:**

Programme Name

**In English:**

BEng (Hons) Electrical and Electronic Engineering

- **Language(s) of instruction:** Language(s)
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

**In Greek:** Concentrations

**In English:** Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

## A. Introduction

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

Members of the External Evaluation Committee (EEC) evaluated the accreditation of the following programme: Electrical and Electronic Engineering (4 academic years, 240 ECTS, BSc) offered by the School of Sciences of University of Central Lancashire Cyprus (UCLan Cyprus). Because of the Covid-19 pandemic, the evaluation took place in an online manner. In particular, at January 26, 2022, the members of the EEC held a preliminary meeting via Zoom prior to the remote visit day. During this pre-remote-visit meeting, the EEC members discussed the evaluation process, the preparation of the remote visit, and also obtained the required documentations as well as information for the evaluation.

The remote visit happened at January 28, 2021. During the remote visit day, the EEC first met the Rector and the members of the internal evaluation committee of UCLan Cyprus and was provided with a short presentation of the university. Then, the Head of School of Sciences as well as the programme's Coordinator provided detailed presentations about the structure of the School and also the evaluated programme was provided. After that, three important and detailed meetings were held, one to discuss the programme's standards, admission criteria, learning outcomes, the content and the design of the programme, one to discuss the academic qualifications of the teaching staff and the implementation of the courses of the programme, and one to discuss with the students and graduates for their feedback about the learning outcome and assessments of the programme. The EEC has also offered the chance to meet the members from the administrative team, attend an online lecture, as well as a virtual tour to the labs, before the exit discussion with the School, which concluded the remote visit.

During the whole evaluation process, the EEC has obtained substantial and insightful information regarding the operation, structure and future plans of the Electrical and Electronic Engineering Programme offered by UCLan. In particular, the School has provided a comprehensive documentation. Based on these information collected from the submitted documentation and the remote visit, the EEC can conclude that the School and the evaluated BEng program have high standards and meet the quality expectations. This evaluation report describes how the standards are met and provides additional suggestions for improving the program.

At last, the EEC would like to take the opportunity and acknowledge the arrangements made by UCLan which facilitate the evaluation of the program and the writing of this evaluation report.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Zhiguo Ding</b>	Professor	Manchester University, UK
<b>George Karagiannidis</b>	Professor	Aristotle University of Thessaloniki, Greece
<b>Lazaros Nalpantidis</b>	Associate Professor	Technical University of Denmark
<b>Ioannis Zapitis</b>	Electronics and Computer Engineer	ETEK (Professional Body)
<b>Panagiotis Chrysanthou</b>	Student	University of Cyprus
<b>Name</b>	<b>Position</b>	<b>University</b>

## 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 has been well structured, which is partially due to the fact that the programme being evaluated is based on the one which has already been running at UCLan UK. In addition, this well structured programme has also been well delivered and maintained by the School of Sciences of UCLan. In particular, the programme has been regularly reviewed by the School. 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 school has provided various good practices to avoid too much disruptions to the students' learning.

### Strengths

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

The School of Sciences has carried out various quality assurance activities to ensure that the programme being evaluated can be delivered at an international standard. For example, the exam papers produced by the faculty members need to be moderated by both internal and external colleagues before they are released to the students. In addition, the marking of the exam papers has so been carefully moderated at formal exam board meetings, and there are effective measures to ensure that potential mistakes in marking can be avoided and corrected.

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 feedback. 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 their research to their teaching.

### 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.*

Regarding the regularly carried course review, the School may want to introduce a more formal procedure, where a formal course review report can be generated periodically, potentially problems can be identified earlier, and it is useful to involve external examiners for such course review activities. The School has expressed the wishes to frequently update the content of the programme and build new modules, such as machine learning, in order to attract more applicants. Such activities for updating the programme can also be carefully reviewed and approved during those regular course review procedures.

The programme being evaluated offers students to have a gap year and participate in a one-year industrial placement, but no student has participated in this industrial placement. It is possible that the Covid pandemic might

cause this situation, but the School needs to carry out a careful analysis for the offered industrial placement. If indeed there are many potential students who want to be involved, proactive activities to encourage and help student to participate in this industrial placement need to be carried out by the School, e.g., potential industrial partners should be identified and introduced to students.

**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 School of Sciences at UCLan 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 team. In addition, the School has also provided an encouraging environment to the teaching faculty members. The structure of the program reflects well the student needs for both what concerns education and personal wellbeing, where the School has an effective student welfare mechanism for monitoring the sufficiency of student support. The School implements a flexible process of teaching and learning which ensures the quality of the provided programme. The carried-out teaching methods are appropriate. The School also integrates the applications and industry relevance into the programme teaching by providing more practical knowledge and experience to students.

### Strengths

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

Within the School of Sciences of UCLan Cyprus, there is an overall understanding of the requirements for delivering of the programmes at international standards. The students on the programme have been well looked after, particularly during the Covid-19 pandemic. In particular, during the pandemic, the students were offered well organized blended teaching, where interactive online lectures were combined with small-group face-to-face lab activities. The students have also been offered to install those teaching software in their own computers and work from home, instead of travelling to the campus. These good practices have been well acknowledged and appreciated by the students on the programme. The teaching staff has been offered clear guidance, and there is a training programme available to junior staff for their teaching, where each faculty is expected to become a Fellow of Higher Education. The School provides a good support to students for finding industrial placement and internships.

### 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 programme covers very well fundamental areas of electrical and electronic engineering as well as some more applied domains. However, a stronger connection with industry could offer the students useful insights on industry practices and industry needs making them better prepared for their job seeking at the end of the programme. Actions to introduce formal procedure to involve students into the research activities carried out by the department are also recommended.

The ECC also recommends that the School runs staff-student meetings more frequently. Such meetings can be very important to provide students a chance to feed their opinions back to the School during the middle of a term and any potential teaching issues can be corrected in a time manner. The School currently runs such meeting twice a year, which might not be frequent enough to identify those teaching issues happening timely. The School may also want to introduce a procedure which ensures that students can provide their suggestions to the whole programme,

instead of just to individual courses. As a result, the curriculum of the programme can be effectively updated and tailored to students' needs.

**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 panel has found that the teaching staff involved in the programme of study is adequate and highly motivated. Furthermore, the number of the teaching staff is adequate to cover the needs of the study programme. The university is striving to ensure a very nice workload division of 40% for teaching, 40% for research and 20% for administrative and leadership tasks. The time staff spends on various tasks is monitored, and an adjustable workload scheme is implemented in cases where this is needed. The School provides staff development funding from its budget, to encourage participation in conferences and training activities and it also distributes internal research funding. The university has adopted a promotion scheme that recognizes research excellence. There are documented lists of criteria, so that academic staff know the level of achievements expected for promotion to a certain level. Furthermore, there is in place a mentoring program that pairs junior staff with experienced senior staff members, to help guide the former. The university has a "Visiting senior fellows" programme and organizes training and development seminars for staff, focusing on research, grant attraction, teaching and pedagogy. Teaching is generally connected to research, and staff are asked to teach in topics that match their scientific background and interests. There are annual appraisal meetings between every staff member and their manager to evaluate their performance and set goals for the next year. Finally, quality assurance mechanisms are in place, such as a module feedback questionnaire where students can provide anonymous feedback about the taught modules and the teachers.

### Strengths

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

The UCLan Cyprus campus has the opportunity to play a pivotal role, as in the post-Brexit era the Cyprus campus is for a university such as the UCLan UK a point of access to EU research funding and students. This situation is expected to further strengthen the role and importance of the staff. The university is very well organized with clear distinction of roles and comprehensive rules, e.g. for promotions. Therefore, staff members were found to be very satisfied and engaged. The incorporation of e-learning elements was successfully implemented, pushed also by the COVID19 pandemic, and students attest to their teachers' role in this smooth transition.

*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 university may want to take actions to further increase the scientific output and impact of its staff. Furthermore, closer scientific collaboration with UCLan UK could help towards this direction.



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

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

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

##### Sub-areas

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

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

###### Standards

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

##### 4.2 Student progression

###### Standards

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

##### 4.3 Student recognition

###### Standards

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

#### 4.4 Student certification

##### Standards

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

*You may also consider the following questions:*

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

##### Findings

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

The committee has observed that there are appropriate plans and teaching advisors to monitor and support student progression. Although the number of students in the program is relatively small, it is supported adequately, and all necessary facilities are provided. The program is reviewed periodically and feedback from academic staff, students, external local industry experts and professional bodies is taken into consideration. In addition, connection between theory and practice is ensured through hands on laboratories, an optional one year industry program, and an internship program to further enhance industry related skills.

The committee also found the admission process robust and reliable. It is very positive that admission is based on the student's ability to benefit through motivation and commitment. Students applying for the BEng must have a grade C or above in GCSE English or 5.5 IELTS (or equivalent). Also, specific criteria exist for the applicants' achievements in maths and other relevant areas (e.g. science of technology). Admission requirements can range to suit different educational backgrounds and access qualifications for home, EU and international applicants.

Regarding student progress there are clear policies and methods. The classification systems according to grading are completely in line with the international standards. It is very important that students' progression is supported and monitored by Academic advisors in an annually basis, through the Module Leader and Programme Leader Reports. The assessment methods include Final Exams, Coursework (reports, assignments, in-class tests, hardware and software projects) and Presentations.

The offered degree is a Bachelor in Electrical & Electronic Engineering, which is in line with the international standards.

### Strengths

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

Students completing the program receive recognition through the accreditation process by national and international bodies, including the Technical Chamber of Cyprus (ETEK), which is the engineering regulatory body in Cyprus. The committee has observed a high level of satisfaction among students, regarding the program and the support they receive. Furthermore, the degree program has a good structure, and is regularly reviewed to ensure industry relevance. Finally, teaching processes and practices in place, are in line with the expected world-standards in this sector.

Broad range of admission requirements to adapt to different educational backgrounds.

There is good guidance by both the University and the accreditation authorities to ensure that the students are accredited on a case-by-case level. There are multiple mechanisms to ensure good progression of the students.

Several software packages as Matlab, etc are offered free to the students.

Students are supported on academic, financial, career, internship/exchange, legal & IPR, psychological, and other issues.

### 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 department may consider developing an action plan leading to an increasing number of students, something that would be beneficial in many ways. The one year industry program offered had no participation so far, and the department may investigate whether the design of the offered industry program and its promotion are adequate.

The number of students is too low, and this compromises the long-term sustainability of this program. The evaluation committee recommends the development of an action plan to help increase the number of applicants and of enrolled students over the next years. Also, there are few female students and there seems to be no structured and long-term plan for turning this around.

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 evaluation committee supports that the facilities, learning resources and student support services, as presented by the director of the program and showed in the virtual tour, are of high level. This was confirmed from both students and staff members during the face-to-face evaluation. This is very critical, since it allowed the smooth and efficient teaching, especially during the pandemic. There are 2 Engineering Labs, 4 Computing Labs, 1 Cisco Networking Lab for networking experiments and the very useful InSPIRE Research Centre. Also, there are desktop computers equipped with all the necessary software and simulators (e.g. MATLAB, Simulink etc.)

In the meeting with the students, they confirmed that there are several welfare policies and mechanisms, which ensure that all students receive support, adapted to their individual needs. Students commended on the excellent working relationship with the staff. Also, it is very important that the students may work on their university projects or any other externally funded projects.

Finally, it should be noted that there are support services and processes for students with special needs, by engaging the counseling center to satisfy specific requests.

### Strengths

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

Students with physical disabilities are taken special care from the university and the department.

Online teaching is fully supported through specific platforms (e.g. zoom, e-Learning).

State-of-art methods and computer-assisted analysis are used for students' learning activities.

### 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 5-years plan for refreshment of the teaching Labs' facilities is needed, due to the dramatic change of the technology in the last years. The new facilities should include modern methods of lab education as virtual and augmented reality, artificial intelligence, etc. Also, this plan should consider a significant increase in the number of the students. The current number of students is too low, and this compromises the long-term sustainability of this program. The evaluation committee recommends the development of an action plan to help increase the number of applicants and of enrolled students over the next years.

The department should ensure that the offered free of charge software packages should be available to all students for their courses, homework, etc.

The department should find a way to provide free access to the students to IEEE Xplore. This is the most important database for electrical and electronics engineering.

**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.

Click or tap here to enter text.

### Strengths

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

Click or tap here to enter text.

### 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.

Click or tap here to enter text.

**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	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

## 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 EEC evaluated the BEng program of Electrical and Electronic Engineering offered by the School of Sciences at UCLan Cyprus. The EEC members have been provided with the detailed accreditation report and also a remote site visit which offered the EEC to have direct discussions with the staff and the students in the School. Based on these provided information, the EEC concludes that the program being evaluated have high standards and meet the quality expectations. The Covid-19 pandemic has caused an unprecedented situation, and the ECC is particularly impressed by the efforts of the School to provide proper and fast efforts to adjust the teaching and support students. In particular, blended teaching was carried out, where online lectures were combined with offline activities. Students enrolled in the programme confirmed that they appreciate the interactive online lectures and the extra help from the School. Overall, the ECC is convinced that the program has been delivered at an international standard, and the School offers an excellent learning environment for students.

There are a few areas of improvements which have been identified by the EEC, as listed in the following.

1. Investigate the need to include the industrial placement year, and carry out proactive activities to get more students to be involved in this placement.
2. More effective communication mechanisms between the students and the School should be introduced.
3. The School needs to take actions to further increase the scientific output and impact of its staff.
4. The school also needs to build a more concrete plan for improving admission and increasing the number of the enrolled students.
5. A long-term plan for the improvement of facility will be also useful, particularly for the case, where the number of students is increasing significantly in the future.



## E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Zhiguo Ding	
Lazaros Nalpantidis	
Ioannis Zapitis	
Georgios Karagiannidis	
Panagiotis Chrysanthou	

**Date:** 02/02/2020