

Doc. 300.1.2

Higher Education Institution's Response

Date: *Date.*

- **Higher Education Institution:**
Cyprus College

- **Town:** Nicosia

- **Programme of study**
Name (Duration, ECTS, Cycle)

In Greek:

Τεχνικός Ηλεκτρολογίας, 2 έτη Δίπλωμα, 120 ECTS

In English:

Electrical Technician

Language(s) of instruction: Greek

- **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. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4).*
- *In case of annexes, those should be attached and sent on a separate document.*

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

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.

Currently, the college has provided a formal channel for students to feed their opinions and suggestions for individual courses back to the college. However, it is not clear to students how the college has taken this feedback into consideration. As such, the college may want to build a regular staff-student meeting, which not only helps the students to understand the actions taken by the college towards the student feedback, but also helps the college to detect any potential issues at a very early stage, instead of waiting until the end of each term. Furthermore, such a staff-student meeting can ensure that students are involved in the development of the programme and the update of the curriculum.

Institution's answer

We would like to thank the committee for its constructive suggestions in the context of the re-accreditation of the Electrical Technician Diploma of Cyprus College Nicosia.

The quality assurance policy (attached) and in particular procedure 1-g.1, clearly states that there is a process in place for instructors to communicate with their teaching staff. In addition to that, procedure 1-g.2 has been now added, in accordance with the recommendations of the committee, so that students take part in staff meetings. Based on the quality assurance policy and specifically on procedures 1-g.1 and 1-g.2, at the end of each semester the coordinator will have a special meeting with all teaching staff and students of the program in order to detect any potential issues. Furthermore, at the end of each academic year the coordinator will complete a short report on issues detected and actions taken during the year, gaps observed and ways to improve the program. Students will have the chance each semester to submit their views on possible problems and to be informed and understand the actions taken from previous student feedback. The form of the report to be used for the evaluation of the program (ANNEX 3) is attached. Please note that the coordinator's meetings are not limited to one, since under procedure 1-g.11 of the quality assurance policy, the coordinator has regular meetings with his staff. The decision has been approved by the Internal Quality Committee (see Annex1 for minutes).

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

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 admission quality control is not clear. It should be better defined.

Institution's answer

The criteria for admission to Cyprus College have been prepared to enable the Office of Admissions to select students who have potential to do college-level work and to place students in courses and programs appropriate to the student's preparation, in an effort to help them successfully realize their academic potential.

The admission criteria for the Diploma in Electrical Technician students follow the general college admission criteria, as these are foreseen in the College's Internal Regulations. All applicants must have completed a secondary (high) school education or twelve years of schooling to be considered for admission. Cyprus College recognizes a strong academic performance at high school level as the primary determinant for college level success. When making an admissions decision, the college is interested in applicants with a solid high school record, evidence of extra-curricular involvement, a high level of commitment, and potential for personal growth. Applications for admission to Cyprus College, together with the applicant's credentials, are examined and evaluated by the Office of Admissions, which makes the final decision for the application. The office of Admissions checks that students have the appropriate academic background, so as to reduce possible dropout cases.

3. Teaching staff

(ESG 1.5)

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 recruitment process for the teaching staff should be defined to ensure quality and fairness. It would be very positive to establish different teaching ranks and clear guidelines for their progression and promotion.

Institution's answer

A promotional structure with **academic ranks** is in place since April of 2021. The structure provides guidelines on how faculty can be promoted within the college through PhDs and research activities (see ANNEX_4A for minutes of the internal quality committee). The decision was put in place during the accreditation of another program, but exists for all programs.

In addition, below we provide the **recruitment process** of teaching staff as this is described in the internal regulations:

Teaching personnel vacancies established by the College upon recommendation of the Director of the College, the Program Coordinator of each program of study and the support and approval of the Department of Human Resources. This is based on departmental needs identified which ensure that there will be sufficient instructors to be able to support programs in the coming year(s). The decision to employ additional teaching personnel is based on variables such as projected student population, likely demand for and anticipated offerings of courses, teaching personnel leave of absence or teaching load reduction due to research and/or pursuit of higher degrees etc. At the same time procedures and measures are in place to attract and select academic staff that it possesses the substantive skills to teach and effectively carry out its work. Teaching vacancies are announced c/o the Department of Human resources in daily Press, College Webpage and/or scholarly publications.

The HR department receives all job applications electronically acknowledging receipt through an email sent to all applicants. All applications are carefully examined and forwarded to the College's Director for further processing. The applicants who satisfy the minimum required qualifications are invited to conduct a demo lecture before the Program coordinator and at least another teaching personnel member. The Program Coordinator evaluates the Candidate's performance in terms of ten criteria, i.e. *general introduction, knowledge of material, organization of material, time management, voice qualities, non-verbal language, class involvement, lecture aids, questioning techniques and overall impression.*

Following the demonstration lecture the Program Coordinator submits to the Director of the College all job applications, together with completed "Demonstration Lecture Evaluation" forms for those who were interviewed. These forms contain details about each candidate concerning the performance evaluation in the demonstration lecture, the candidate's comments after the lecture, and comments on the interview of the candidate by the Program Coordinator with his/her final recommendations. After the Director of the College determines that all procedural guidelines were properly followed, and after interviewing the candidate who fulfils the requirements and is/are recommended by the Program Coordinator, he/she then forwards all documents to the Human Resources department that will finalize the process through the job offer preparation and negotiation with the successful candidate. Upon completion of the process and once the position is filled all documents are returned to the Director of the college. In



the event that none of the applicants fulfils the minimum requirements set, then the position is revised and might be published again. Part time teaching vacancies follow the exact same procedure, with the only difference that applications sometimes could arrive more informally to the Director. For example, a part timer may be selected to be interviewed and hired in the case of an unexpected incident such as a sudden withdrawal of another faculty.

4. Student admission, progression, recognition and certification

(ESG 1.4)

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 seems that the institution does not have a diploma supplement, which is in line with practice at universities, on the other hand the school is industrial oriented and there is no need for many activities related with prior learning and work experience or with additional activities, which would form the basis for the diploma supplement.

Institution's answer

A diploma supplement does exist (see attachment).



5. Learning resources and student support

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.

No areas of improvement or recommendations for better situation is identified in this subsection.



6. Additional for doctoral programmes (ALL ESG)

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7. Eligibility (Joint programme) (ALL ESG)

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B. Conclusions and final remarks

The members of the EEC committee found the diploma programme Electrical Technician 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 teaching staff.

Institution's answer

We would like to thank the committee again for its constructive suggestions in the context of the re-accreditation of the Electrical Technician Diploma. The committee's suggestions are implemented.

The aim of the program as accredited is that every course to be both practical and theoretical and to encourage team work. This enables students to be active through lab work.



C. Higher Education Institution academic representatives

| <i>Name</i> | <i>Position</i> | <i>Signature</i> |
|-----------------------------|-------------------------|------------------|
| Dr. Nasios Orinos | Director | |
| Charambos Skamballis | Program Coordinator | |
| Click to enter Name | Click to enter Position | |
| Click to enter Name | Click to enter Position | |
| Click to enter Name | Click to enter Position | |
| Click to enter Name | Click to enter Position | |

Date: 20/6/2022

