

Doc. 300.1.2

Date: 16 September 2021

Higher Education Institution's Response

- **Higher Education Institution:**
UNIVERSITY OF CYPRUS
- **Town:** Nicosia
- **Programme of study**
MEng and MSc in Civil Engineering (3-8 semesters,
MSc 110 ECTS / MSc and MEng 90 ECTS, 2nd cycle)

In Greek:
Μεταπτυχιακό (Μάστερ) Πρόγραμμα Σπουδών
Πολιτικού Μηχανικού
In English:
MEng and MSc in Civil Engineering
- **Language(s) of instruction:** Greek, English
- **Programme's status:** Currently Operating
- **Concentrations:**
In Greek:
 - Ανάλυση κατασκευών και αντισεισμική μηχανική
 - Καινοτόμα και παραδοσιακά δομικά υλικά
 - Γεωτεχνική Μηχανική
 - Διεύθυνση Κατασκευαστικών και Μεταφορικών Υποδομών**In English:**
 - Structural Analysis and Earthquake Engineering
 - Novel and Traditional Construction Materials
 - Geotechnical Engineering
 - Construction and Transport Infrastructure Management



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)

Findings for [Master of Engineering and Science in Civil Engineering]

The quality assurance follows a 6-step process. Each step appears to be thoroughly evaluated by both internal and external departmental bodies.

The MSc program may be completed at minimum in three (3) academic semesters for 110 ECTS – students should succeed in 7 courses but there is a strong research component including a thesis (54 ECTS).

The Meng program may be completed at minimum in three (3) academic semesters for 90 ECTS – it provides the opportunity to combine practical and technical work. Students should succeed in 10 courses. A thesis project is also required (10 ECTS).

Courses are offered in Greek, excluding particular courses as part of the Erasmus program, which are offered in English.

There are four specializations (directions) that appear to be very comprehensive; courses appear to be carefully put together.

Direction #1 (Structural Analysis and Earthquake Engineering)

Direction #2 (Novel and Traditional Construction Materials)

Direction #3 (Geotechnical engineering)

Direction #4 (Construction & Transport Infrastructure Management)

Some overlap exists in courses between directions (e.g., Direction #1 and Direction #3); however, the primary difference in this case will be a completely different Masters thesis topic.

60% of the existing faculty teaches 2 graduate courses, whereas the rest of the faculty teaches 1 graduate course.

There are two periods of examination including two evaluation methods featuring a mid-term and final examination. The students are free to choose between an oral and written final exam. The evaluation methods do not exceed 60% of the final grade.

Of interest is hands-on assignments that involve teamwork. A number of these theses are conducted in close collaboration with high profile industry professionals and stakeholders so as students could explore practical applications of their work.

Students have an academic advisor and they can attend regular office hours.

The evaluation criteria for the MSc/MEng programs are set based on overall quality (GPA minimum), relevance in the field of study, language requirements, ability for original work. A statement of purpose along with motivation/objectives is part of the formal requirements.

EEC's comment 1:

The annual admissions since 2015 involve, on average, a steady decline in the number of students per year, thereby leading to low attendance in a number of courses of the graduate program.

HEI's response:

The annual admissions to the MSc/MEng program in Civil Engineering is in a steady decline for only a short period of time, from 2018 (21 admission) to 2020 (12 admissions). However, this semester (Fall 2021), the numbers returned to normal levels and even surpassed them, with the admissions being 22 (**Annex M1**). If we add the 2 students admitted in Spring 2021, the number of admissions for 2021 rises to 24, which is the highest number for the last 6 years at least. Yet, even this number may appear low in comparison to respective programs abroad. However, it should be pointed out that the MSc/MEng program in Civil Engineering is one of the most successful in attracting students in the Engineering School (see **Annex M7**) and in the University of Cyprus as a whole.

Based on a formal 2020 Alumni survey, at least 80% of graduates are employed in the private sector.

Strengths for [Master of Engineering and Science in Civil Engineering]

- 1. Strong core in mechanics/design related courses.*
- 2. For quality assurance, the department has set formal grading procedures that give constant feedback to the students.*
- 3. Interesting topics on earthquake engineering / structural engineering are covered.*
- 4. An MSc thesis is considered as part of the formal requirements to complete the degree.*
- 5. Technical elective courses for specialization in certain areas.*

Areas of improvement and recommendations for [Master of Engineering and Science in Civil Engineering]

EEC's comment 2:

1. There appears to be some appreciable overlap in courses between Direction specializations (e.g., Geotechnical and structural). While this is normal in other graduate programs from around the world, the department could consider adopting the practice of mandatory courses to be completed so as they can eliminate overlaps.

HEI's response:

Indeed, there was such overlap between specializations (concentrations) that one could graduate with an MSc from either specialization by taking exactly the same courses. Although such a choice of elective courses was extremely unlikely, there was that possibility in theory. In such a case, the only difference between studying, for example, in the Geotechnical Engineering specialization and studying in the Structural Analysis and Earthquake Engineering specialization is the topic of the MSc thesis (which must be strictly in the field of study of the specialization). The problem existed in all specializations except the Construction and Transport Infrastructure specialization with which there is inherently only minimal overlapping. To alleviate this ambiguity, the Department decided (8th/2021 Departmental Board meeting, 14/7/2021, **Annex M2**) to implement changes in the program's structure so that it is impossible for one to be able to graduate from either of two specialization by taking exactly the same courses. The changes are shown in **Annex M3** and consist of:

- Structural Analysis and Earthquake Engineering specialization: transferring CEE535 from Category A to Category B
- Novel and Traditional Construction Materials specialization: transferring CEE535 from the Category B to Category A
- Removing CEE500 and CEE538 from the Category B of the Geotechnical Engineering specialization.
- Setting upper limits instead of lower limits on how many courses a student can take from Category B, i.e. at most 3 courses for MSc and at most 5 courses for MEng.

The changes are minimal and retain a substantial degree of overlapping between the specializations in order to preserve the versatility of the program and the flexibility in the student's curriculum, which we believe are among the key strengths of the program that contribute to its success (see response to comment 1 above) and not weaknesses, as they make the program more appealing to the students and suitable to the needs of the local job market.

Approval for the changes was requested from the University on 16/7/2021 (**Annex M4**). Final approval was granted by the University Senate in the 22nd/2021 Senate meeting (8/9/2021, **Annex M5**). Please note that the changes as shown in the Appendix that accompanies our request (**Annex M4**) are with respect to the old

postgraduate prospectus (in which the Structural Analysis and Earthquake Engineering specializations were still split and not unified as in our application to CYQAA).

EEC's comment 3:

2. The language of this program (Greek) does not allow a significant internationalization of the students. Given the strengths described above that denote an interesting programme, it is suggested in the future to evaluate the possibility to propose a duplication in English of this programme for improving the presence of international students.

HEI's response:

We agree that offering our postgraduate programs in English will definitely help attract foreign students. The University Senate (18th/2021 Senate meeting, 7/7/2021) has recently approved (**Annex M6**) the Department's request to offer all of its postgraduate programs in English provided that they get accredited by the CYQAA. Final approval by the University Council is pending (it will be in the agenda of the Council meeting of 11/10/2021). Hence, once CYQAA grants accreditation for the evaluated postgraduate programs, namely MSc/MEng in Civil Engineering and PhD in Civil Engineering, and final approval is obtained from the University Council, these programs will be offered in English from September 2022 and onward.

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

Findings for [Master of Engineering and Science in Civil Engineering]

The MSc and MEng programs follow the ECTS system with students having to complete 110 and 90 ECTS, respectively, to graduate, including a mandatory thesis.

The thesis may be of research nature allowing MSc students to put equal weight to theory (courses) and research. The marks are attributed to each course in a similar manner as for the BSc, a mixture of the final exam and the coursework/midterm (50%-50%). The assessment methods with regard to the final exam could either be oral or written, depending on the students' choice. Generally, the assessment methods correspond to EQF.

Lectures occur in the afternoon. Students have an academic advisor and are supported with office hours.

The department is putting effort to integrate aspects of sustainability as well as digitalization of infrastructure and cities through various activities including coursework as well as active projects. There is also a dedicated course in BIM.

Strengths for [Master of Engineering and Science in Civil Engineering]

- 1. Same findings with the BSc program.*
- 2. Dedicated course in BIM.*
- 3. Projects on digitalization of infrastructure and cities.*

Areas of improvement and recommendations for [Master of Engineering and Science in Civil Engineering]

EEC's comment 4:

- 1. One aspect to be considered is associated with courses related to energy efficiency of buildings.*
- 2. A complementary course on sustainability may be considered for the following 5 years considering that many departments in the EU are oriented towards sustainability minors in graduate programs.*

HEI's response:

The Department already offers and course in Energy Efficiency of Buildings (CEE 536) which is offered mainly for the Engineering School's interdisciplinary Master's program "Energy Technologies and Sustainable Design" and the postgraduate programs in Environmental Engineering, but also as an elective course in the postgraduate programs in Civil Engineering. The same is true for the existing course CEE589-Sustainable built environment.

3. Teaching staff (ESG 1.5)

Findings for [Master of Engineering and Science in Civil Engineering]

While the vast majority of courses are taught by teaching staff who are permanently employed by the University, there are some key courses which are taught by visiting staff with contracts just to teach that course. These staff normally have PhD degrees in the relevant subject, although some laboratory courses have staff with a masters degree (often current PhD students). The approach ensures staff are qualified to teach their courses.

All new teaching staff must attend an introduction to teaching course which is run centrally for the University. New staff are appointed with consideration of both teaching and research need and ability, and performance is monitored through research evaluations and evaluation by students for all taught courses. The member of staff who is teaching the course and Head of Department have access to the student evaluations and the Head of department is responsible for taking action if teaching is poor. These student evaluations form part of any promotion case.

All permanent staff also conduct research, including with overseas universities, and this ensures there is a strong link between teaching and research in the department. While the final thesis is a capstone design project rather than a research project, students are offered the opportunity to undertake research over the summer which the staff fund through their research budgets or other means.

There were some concerns expressed by junior staff that the promotion criteria are not very clear. There is good informal advice available to staff seeking promotion, but no formal mentoring scheme available for new staff. Staff were under the impression that although research, teaching and administration are the three components of an academic career at the University of Cyprus, promotion is mainly based on Research. The University has only recently adopted an award for excellent teaching. The taught courses contain information based on the current research of the teaching staff, and this allows the masters students to get up to date information on current topics related to their course of study. The large research thesis for the MSc (and to a lesser extent, the small 10 ECTS research project for the MEng degree) ensures that research is embedded into teaching.

Strengths for [Master of Engineering and Science in Civil Engineering]

- 1. Overall there seems to be a strong welfare support for students.*
- 2. There is a new group of university buildings that will soon be delivered that includes good-size modern and well-equipped classrooms. This will complement the existing facilities and laboratories.*
- 3. Office hours work well.*
- 4. Exceptional experimental facilities that provide students the opportunity to participate in research activities and be exposed early on to research.*

2. Having teaching staff teaching in evenings is important for masters students who are working even though this may be difficult for some staff.

Areas of improvement and recommendations for [Master of Engineering and Science in Civil Engineering]

- 1. Not many areas of improvement were detected for this program.*

EEC's comment 5:

2. Some of the masters courses have very low numbers (<5 students) and these may not be cost-effective to teach. The proposed move to teaching the masters courses in English may lead to an

increase in numbers of students so it is not currently recommended that courses are no longer taught, but it is recommended that the situation be monitored over the next few years and if courses consistently attract low student numbers it should be considered whether they are still needed.

HEI's response:

The University Senate (18th/2021 Senate meeting, 7/7/2021) has recently approved (**Annex B**) the Department's request to offer all of its postgraduate programs in English provided that they get accredited by the CYQAA. Final approval by the University Council is pending (it will be in the agenda of the Council meeting of 11/10/2021). Hence, once CYQAA grants accreditation for the evaluated postgraduate programs, namely MSc/MEng in Civil Engineering and PhD in Civil Engineering, and final approval is obtained from the University Council, these programs will be offered in English from September 2022 and onward.

EEC's comment 6:

3. Options for online learning materials and recorded lectures are more important for MEng and MSc students than for the undergraduate students, as many masters students are working as civil engineers and may sometimes struggle to attend evening classes. This should be balanced with the benefits of creating a cohort where the students interact with each other during classes - if all learning is online it may have a negative effect on the student experience and learning.

HEI's response:

We agree that our program will benefit greatly from hybrid teaching. However, the form of teaching (in person vs hybrid) is still decided at central level. Currently (Fall semester 2021), due to the relaxing of the measures against the Covid-19 pandemic, our courses are strictly taught via exclusively in-person classes, except for CEE 536 - Energy Efficiency of Buildings, which has a large audience and thus must be taught in hybrid mode.

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

Findings for [Master of Engineering and Science in Civil Engineering]

Around 18 students are admitted per year.

Msc and Meng options. Msc 7 courses-but MSc requires a thesis which corresponds to 54 /110 ECTS, while Meng has 10 courses for a total of 90 ECTS. The Meng program also involves a smaller thesis for 10 ECTS. Two examination periods, December and May and two evaluation methods between oral and written exams. For each course there is a midterm and final examination.

The defence of the MSc thesis involves examination by a committee of two members.

The facilities of the MSc are the same as the ones for the BSc and hence of very good standard.

Admission: The post graduate committee of the CEE Department reviews applications and submits a recommendation. Two admission periods March/November. Students are admitted with a GPA >6.5/10. Students are admitted from relevant fields.

There are many support offices covering different aspects from housing to social support, student life, psychological and career. There is also a well defined award program for scholarships.

Students accepted from Civil, Surveying, Mechanical, Geologists, Chemical Engineering and Chemistry. For the transfer of credits up to 2 courses and the corresponding credits can be recognized, and an effort is made for the students to not have overlaps. The graduate degree leads to accreditation according to the rules of the technical chambers and are clearly specified by the chambers and known to the students at admission. The MSc cannot provide accreditation on its own without a relevant BSc.

Strengths for [Master of Engineering and Science in Civil Engineering]

-A well defined admission process.

-The transfer of credits process is well defined and involves the approval of a Departmental committee.

-The examination process is well defined.

-Several specialized courses.

-Several separate specializations which have occurred as a response to requests from students.

-The option between Meng and MSc.

-While the existing facilities are already of good standard. The transfer to new buildings is a further positive.

Areas of improvement and recommendations for [Master of Engineering and Science in Civil Engineering]

EEC's comment 7:

The Department has carefully made a decision in merging or splitting the MSc directions over the last years. However, perhaps this decision should be re-examined together with relevant stakeholders if the number of students enrolled in a direction fall below a threshold defined by the Department.

HEI's response:

The splitting of the MSc/MEng program into 5 specializations (directions) in September 2016 lead to a sharp rise (by more than 60%) in the total number of admissions (**Annex M7**). In our opinion, there is currently no need to merge directions that have low numbers of students. This is because the courses offered in such directions are available also to the students of the other directions as secondary (or even primary) courses. As a result, the courses have adequate audience size despite that there may be only



a few students that take the course as a core (primary) course. Hence, there is no waste of resources. On the contrary, this way provides flexibility for each student to focus on the specialization that is truly of his/her interests.

5. Learning resources and student support (ESG 1.6)

Findings for [Master of Engineering and Science in Civil Engineering]

The same key findings as in the Bachelor programme of Science in Civil and Environmental Engineering have been identified. In addition to these the following should be highlighted:

- *Adequate resources for supporting MSc students research work during thesis implementation (refers to MSc programme) are available.*
- *The faculty enables many graduate students in their ongoing research.*

Strengths for [Master of Engineering and Science in Civil Engineering]

In addition to the ones already noted for the Bachelor programme of Science in Civil and Environmental Engineering the following should be also highlighted:

- *The resources to support graduate students' experimental work are sufficient.*
- *The engagement of many of the graduate students in the research work of the academic personnel.*

Areas of improvement and recommendations for [Master of Engineering and Science in Civil Engineering]

No major weak points have been identified in MSc and MEng programmes' learning and students support procedures.



6. Additional for doctoral programmes (ALL ESG)

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B. Conclusions and final remarks

The faculty along with graduate students publish their scientific results in peer-reviewed journals in the field of discipline and promote open science.

EEC's comment 8:

However, the EEC members noticed a gradual decline in admission over the past 5 years. While this may be related to the economic crisis, the department should monitor this carefully. Same findings hold true in the PhD admission.

HEI's response:

This trend has been reversed this semester (Fall 2021). Please see response to EEC's comment 1 and **Annex M1**.

A number of recommendations are suggested for consideration to ensure the future evolution of all programmes. These recommendations are summarized as follows:

EEC's comment 9:

1. Potentially new hiring of professors in core areas such as, water resources and management, energy efficiency of buildings, transportation systems with emphasis on road safety could be an asset to offer more opportunities particularly at the graduate and postgraduate level.

HEI's response:

On 15/7/2021, the Department placed a request for the opening of a faculty position at the rank of lecturer or assistant professor with expertise in the field of Hydrology/Water Resources Management (**Annex M12**). The request was recently forwarded from the Rector's Council to the pertinent Personnel and Development Committee and is under examination. The Department has set as a second priority the opening of a faculty position in the field of energy efficiency of buildings.

A second faculty position in the field of transportation engineering (i.e. in addition to the existing one) is not part of the strategic plan of the Department. However, there is currently an effort at Engineering School level to open a faculty position in the related, more advanced field of "smart cities".

EEC's comment 10:

2. Course offerings in English should be seriously considered to ensure the attraction and potential increase of high-caliber international students. Student diversity is anticipated to be augmented as well in this way.

HEI's response:

We agree that offering our postgraduate programs in English will definitely help attract foreign students. The University Senate (18th/2021 Senate meeting, 7/7/2021) has recently approved (**Annex M6**) the Department's request to offer all of its postgraduate programs in English provided that they get accredited by the CYQAA. Final approval by the University Council is pending (it will be in the agenda of the Council meeting of 11/10/2021). Hence, once CYQAA grants accreditation for the evaluated postgraduate programs, namely MSc/MEng in Civil Engineering and PhD in Civil Engineering, and final approval is obtained from the University Council, these programs will be offered in English from September 2022 and onward.

EEC's comment 11:

4. A formal junior faculty mentoring system should be established to provide guidance in tenure/promotion requirements early on in the process.

HEI's response:

The Departmental Board discussed in detail in the 8th/2021 Departmental Board meeting (27/7/2021, **Annex M8**) the EEC's recommendation of establishing formal mentoring of junior staff. The vast majority of the board members were not in favor of formal mentorship because it is felt that it will give rise to complexities that will work to the detriment of the junior staff and the Department as a whole. Nonetheless, junior academic staff are strongly encouraged to seek counseling and advice on a variety of academic matters from at least two senior members, so that each junior member could synthesize the opinions and come up with informed decisions on his/her own.

EEC's comment 12:

5. In particular direction specializations of the MEng/MSc programs, it appears that there is strong overlap between courses. It would make sense to consider reforming the programs by considering mandatory core courses between programs as well as electives to complement the requirements of the respective programs. Potential merges of the four specialization areas seem appropriate.

HEI's response:

The Department decided (8th/2021 Departmental Board meeting, 14/7/2021, **Annex M2**) to implement changes in the program's structure so that it is impossible for one to be able to graduate from either of two specialization by taking exactly the same courses. The changes are shown in **Annex M3** and consist of:

- Structural Analysis and Earthquake Engineering specialization: transferring CEE535 from Category A to Category B
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The changes are minimal and retain a substantial degree of overlapping between the specializations in order to preserve the versatility of the program and the flexibility in the student's curriculum, which we believe are among the key strengths of the program that contribute to its success (see response to comment 1 above) and not weaknesses, as they make the program more appealing to the students and suitable to the needs of the local job market.

Approval for the changes was requested from the University on 16/7/2021 (**Annex M4**). Final approval was granted by the University Senate in the 22nd/2021 Senate meeting (8/9/2021, **Annex M5**). Please note that the changes as shown in the Appendix that accompanies our request (**Annex M4**) are with respect to the old postgraduate prospectus (in which the Structural Analysis and Earthquake Engineering specializations were still split and not unified as in our application to CYQAA).

The splitting of the MSc/MEng program into 5 specializations (directions) in September 2016 lead to a sharp rise (by more than 60%) in the total number of admissions (**Annex M7**). In our opinion, there is currently no need to merge directions that have low numbers of students. This is because the courses offered in such directions are available also to the students of the other directions as secondary (or even primary) courses. As a result, the courses have adequate audience size despite that there may be only a few students that take the course as a core (primary) course. Hence, there is no waste of resources.

On the contrary, this way provides flexibility for each student to focus on the specialization that is truly of his/her interests.

EEC's comment 13:

6. Potential future improvements with regard to digital resources in education (e.g., Massive Open Online Courses) as well as considerations in the graduate and post-graduate programmes. These could easily be organized in English.

HEI's response:

We will explore this possibility once our postgraduate program start to be offered in English in September 2022.

EEC's comment 14:

8. It is recommended that before the start of the new academic year the department holds a meeting/workshop where they consider student feedback and the experience from the COVID disruption, and whether any changes introduced then should be continued. In particular the provision of learning materials online, and the recording of lectures should be considered. While teaching staff will approach teaching in different ways and it is an important part of the student experience to experience different teaching styles, there should still be some level of consistency such as agreeing to use Blackboard or Teams for provision of learning materials and for student submissions of coursework.

HEI's response:

The Department's undergraduate and postgraduate programs committees made efforts to arrange a 360° feedback meeting with this year's graduates, as well as current students, during the summer months following the submission of the EEC's evaluation report. However, this was proven to be difficult due to unavailability given that it was the summer break period. The CEE department has decided (10th/2021 Departmental Board meeting, **Annex M8**) to hold a 360° feedback meeting with students and recent graduates at the end of each academic year (end of May).

Nearly all teaching staff have a dedicated online Blackboard space for each course, where teaching material can be posted.

EEC's comment 15:

9. While not teaching staff, there appears to be a shortage of technical staff who may be needed to support the work of the teaching staff and ensure that the students are able to meet all the practical requirements of a civil engineering degree. However, this should be carefully examined and coordinated with the university particularly when the new experimental facilities become available.

HEI's response:

The Department acknowledges the serious shortcoming in adequate staffing of the laboratories. Since its establishment, the goal of the Department was to operate with one lab manager and two technicians and has constantly demanded to raise the number of lab technicians from one to two. Following EEC evaluation, the CEE Department requested on 15/7/2021 the hiring of one more technician (**Annex M10**). The minimum qualifications of the technician will be a technology degree (civil or mechanical). Until the move to the new Engineering School buildings, the Department requested the new technician to serve the needs of both

laboratory locations, spending 3 days at the laboratories located in the old campus and 2 days in the Strovolos laboratories. Until the hiring of the lab technician, the need will be covered temporarily by hiring of an administrative support special scientist under a 1-year contract. The Vice-Rector for International Affairs, Finance and Administration has affirmed that will support both our requests (for technician and, in the meantime for a special scientist) to the pertinent committees and approval bodies (**Annex M11**). Provided final approval is granted, the administrative support special scientist is expected to begin work by January 2022.

EEC's comment 16:

10. Some of the MSc/MEng courses have very low attendance (<5 students) and these may not be cost-effective to teach. On the other hand, teaching in English may lead to an increase in enrollment.

HEI's response:

In our opinion, there is currently no need to merge directions that have low numbers of students. This is because the courses offered in such directions are available also to the students of the other directions as secondary (or even primary) courses. As a result, the courses have adequate audience size despite that there may be only a few students that take the course as a core (primary) course. Hence, there is no waste of resources. On the contrary, this way provides flexibility for each student to focus on the specialization that is truly of his/her interests.



C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dimitrios Loukidis	Associate Professor, Head of Civil & Environmental Engineering Department	
Loukas Dimitriou	Assistant Professor, Postgraduate Programs 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: 16 September 2021

