

Response to External Evaluation Report

(Programmatic within the framework of
Departmental Evaluation)

- **Higher Education Institution:**
Cyprus University of Technology
- **Town:** Limassol
- **School/Faculty:** Engineering and Technology
 - **Department:** Mechanical Engineering and
Materials Science and Engineering

Programme

In Greek:

Πτυχίο Μηχανολόγων Μηχανικών (4 έτη, 240 ECTS)

In English:

BEng in Mechanical Engineering (4 years, 240 ECTS)

Language of Instruction: Greek

In **red** colour, are the **comments** made by the external evaluation committee. In black the answers by the Department.

SECTION 1. Study programme and study programme's design and development.

SUBJECT: Page 8. «Quality Assurance».

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

Answer: All material regarding the Departmental rules and regulations on issues of the Undergraduate program, which relate to the “quality assurance” and the “process for the introduction and approval of changes in the programmes”, have been included in the updated Undergraduate Program Guide (Appendix I. ΝΕΟΣ_ΟΔΗΓΟΣ_ΣΠΟΥΔΩΝ_ΜΗΜΕΜΥ_ΕΓΓΕΓΡΑΜΕΝΟΙ_ΣΕΠΤ_2019_ΚΑΙ_ΜΕΤΑ_21-2-2022). The Updated guide will be available to the Students from September 2022. The material will also be uploaded on the Departmental website.

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

Answer: There is a Departmental decision (90th Dept. Assembly, 9th April 2019) regarding the issue of connecting with the external stakeholders, stated in the Departmental Strategic Plan 2018 (APPENDIX II). The issue is forwarded to the Industrial Liaison Committee for further Actions.

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

Answer: General University rules and practices apply and are followed by the Department.

SUBJECT: Page 8. “Information management”

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

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

Answer: The above issues “students’ satisfaction career paths of graduates” are viewed mainly at a University level. Student satisfaction is assessed through the online platform at the Module level. The department has access in the data and appropriate action is taken when the relevant material (data from the module questionnaire) is available. Career days and related events are scheduled throughout the year by the University. The Department responds with all possible resources at the dispense of the organizing departments (availability of Staff and Laboratories, presentations, tours, etc.)

SUBJECT: Page 8. “Public information”

“Findings for BEng Mechanical Engineering

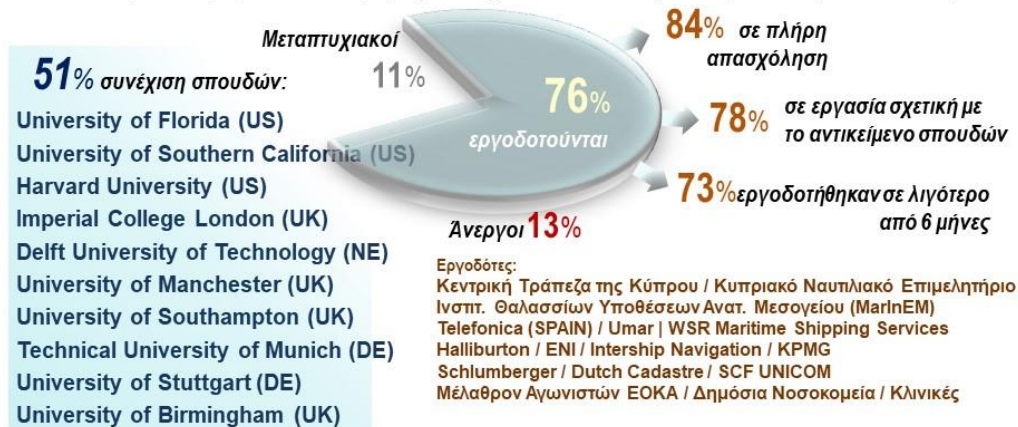
The department's web site contains information on the BEng programme's structure and requirements, learning aims, courses in each semester, qualifications awarded and admission criteria. Some more detailed information on the examination system, the pass rates and graduate employment opportunities would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

Material based on the bellow study is prepared for publishing in the departmental website:

ΤΜΗΜΑ ΜΗΧΑΝΟΛΟΓΩΝ ΜΗΧΑΝΙΚΩΝ ΚΑΙ ΕΠΙΣΤΗΜΗΣ ΚΑΙ ΜΗΧΑΝΙΚΗΣ ΥΛΙΚΩΝ

ΣΥΝΔΕΣΗ ΣΠΟΥΔΩΝ ΜΕ ΕΡΓΑΣΙΑ / ΚΑΤΑΡΤΙΣΗ ΚΑΙ ΔΗΜΙΟΥΡΓΙΑ «ΕΡΓΟΔΟΤΗΣΙΜΩΝ» ΑΠΟΦΟΙΤΩΝ

Έρευνα Γραφείου Σταδιοδρομίας σε δείγμα 27% των αποφοίτων (2500 απόφοιτοι από 2011)



Τμήμα Μηχανολόγων Μηχανικών & Επιστήμης και Μηχανικής Υλικών

Δείγμα: 25 απόφοιτοι,

12 σε πρόγραμμα Master's,

10 εργοδοτήθηκαν στην Κύπρο και εξωτερικό

More information will be added in the website on the issue of “examination system” (understood as: methods of assessment adopted by the Department), including general methods of assessment at a modular level.

	Ασκήσεις (Problems)	Εργασία / πειράματα (Coursework /Experiments)	Προφορική εξέταση (Oral examination)	Tests	Ενεργή συνεισφορά στο μάθημα (Active participation in the class)	Εργαστήρια (Laboratories)	Ενδιάμεση εξέταση (Mitermxam) 1	Ενδιάμεση εξέταση (Miterm exam) 2	Τελική εξέταση (Final exam)
Ποσοστό Μεθόδου Αξιολόγησης στα μαθήματα Τμήματος (Application of the methods as percentage in the modules)	16.67	33.33	1.85	5.56	20.37	18.52	92.59	9.26	100.00

Also, regarding the pass rates the following statement will be published:

“Το ποσοστό αποφοίτησης στο Τμήμα μας κυμαίνεται μεταξύ 75-80% και είναι συγκρίσιμο με αυτά Ευρωπαϊκών Πανεπιστημίων”.

SUBJECT: Page 9. “Strengths”

“Strengths for BEng Mechanical Engineering

The programme is well organized and both its content and delivery correspond well to EQF. It is in accordance with its objectives and aligned with developments in technology and society.

Information on the programme and its courses is available. Pass rates and time of completion are in line with similar courses in Cyprus and other countries.

Monitoring of the graduates’ careers is not structured, but still effective.”

Answer: Comments appreciated. The issue of graduate career is elaborated in an earlier section.

SUBJECT: “Areas of improvement and recommendations”

The results of the courses assessment by the students should be utilized in a more effective way for improvements.”

Answer: The Department is aware of the specific issue and actions have been organized in various ways. In the Departmental Strategic Plan 2018 (approved by the Department in the 90th Dept. Assembly, 9th April 2019), various aspects of the strategic targets involve the utilization of the data (student feedback) for evaluation and improvement. Please see APPENDIX II for example, where the Student Feedback is planned to be used as an index for the Student satisfaction in the Pillar “Αφοσίωση στην ποιοτική εκπαίδευση”.

SECTION 2. Student – centred learning, teaching and assessment

SUBJECT: Process of teaching and learning and student-centred teaching methodology

“Findings for BEng Mechanical Engineering

The Department runs a four-year BEng Engineering course with a clear structure and detailed curriculum. The course provides students with a strong foundation during the first two years and more specialisation in the last two years which is the norm in several engineering HEI worldwide. A detailed description is available for each course with clear aims and learning outcomes as well as its formal assessment. Courses employ the usual means of lectures and tutorials whilst some include some laboratory based tuition. All graduates are registered as Mechanical Engineers by ETEK. The distribution of student places is based on the Pancyprian Entrance examinations; up to 14% places are awarded to students with ‘special circumstances’ who have obtained a general mark of at least 80% of the overall mark of the last candidate offered a place under no special circumstances, in an effort to widen participation. Though there is mention of an industrial training program in the application, it is not clear how well this is embedded in the curriculum and how much benefit the students receive from that. Student ratings regarding satisfaction with the course are at 6.7/10 (moderately good). Student welfare mechanisms include financial aid/hardship funds. The Department has adopted it teaching to be remote/online if needed in response to the pandemic of COVID-19. E-learning platforms are used effectively (Moodle) to support the students learning with continuous assessment being favoured to a single high-stake exam at the end of the year in an effort to promote consistent work habits and reduce exam failure rates. Academic Staff mentioned high failure rates (recently 40%-50%) especially in Mathematics exams, covid disruption might have contributed to this high failure rate as well as gaps in secondary level education. There was no information during the online meetings nor in the application related to course feedback, criteria for marking or formal examining procedures.”

Answer: Regarding the Industrial Practice Program, detailed information will be added in the Undergraduate Program Guide, and in the website of the Department.

SUBJECT: “Strengths for BEng Mechanical Engineering”

“A rigorous course, well respected by industry as evidenced by comments made by students when asked about their experiences. Students respect their knowledgeable academic staff who they consider as experts in their respective fields. Several students spoke with enthusiasm about challenging courses they thought served well in stretching their boundaries (Thermo, Dynamics, Mechanics, Materials, Physics, Quantum Mechanics). Several found staff were very helpful when contacted directly, and mentioned specifically the support they received from Professors when they faced difficulties with scanning and uploading exams recently.”

Answer: Comments appreciated.

SUBJECT: Page 14. “Areas of improvement and recommendations for BEng Mechanical Engineering

1. Consider running seminars from invited industrial partners to provide inspiration and build a stronger relationship between students and potential future employers.
2. Extend programming skills beyond first year or embed in other courses in the form of coursework if this is not so already.
3. Not clear if students get enough practical experience (e.g. design group projects) to apply theory they learn in other courses. Students commented they have not seen enough practical elements to their studies.

4. Offer a non-technical elective to help build the multidisciplinary teams that will be needed in the future to tackle grand societal challenges (e.g. climate change, plastic pollution).
5. Students commented on excessive workload, high failure rates - they thought there was not enough time left for effective exam revision and preparation – they would also like to get a second chance later in the summer for passing a module.
6. Consider training for all staff and students in Equality, Diversity and Inclusion such as unconscious bias and active bystander if this has not been conducted already– women are a minority in the Department and awareness of extra hurdles faced by any minority group could help the Department’s culture and inclusivity. There were some comments from students, both male and female, that some staff display a sexist behavior towards female students.
7. Consider extra support that needs to be given in first semester in Mathematics to ensure gaps in previous education are filled and lower failure rates.
8. Build stronger links between students and staff by timetabling regular sessions for non-academic related discussions to build a personal relationship, identify students that need support before their grades suffer, signpost support in case of mental health issues.
9. Create channels of effective communication through formalized staff-student committees if these are not existent already– these could meet once a semester with elected student reps to look into matters of concern of students, monitor how well they are responding to the challenges, future needs, workload management etc.”

Answer:

1. The Industrial Liaison Committee shall proceed with relevant actions
2. A second programming module (MEM 114 Programming Principles II) has been recently added in the program. Various programming languages are the basis for various aspects (coursework, problems, etc.) in other modules. The Undergraduate Committee shall proceed to recommendations for additional usage of programming in the modules where applicable.
3. Design projects are part of the syllabus in various courses (e.g. MEM_213 Computer aided Engineering Design, MEM 328 Mechatronics, other). Design group projects shall be introduced possibly in other relevant courses.
4. This issue would be dealt with in the next major program restructure.
5. Actions have been planned and some already taken place:
 - Introduction of Student Questionnaires for assessing student workload at the end of term (APPENDIX III a) are used and preliminary results have been extracted. Recommendations regarding the syllabus material shall be given according to findings in the questionnaires.
 - Examination of the module load and ECTS correction (Strategic Plan 2018, 90th Dept. Assembly, 9th April 2019 , APPENDIX II, point 1.A.1.4 ... *Αναθεώρηση ECTS μαθημάτων, ομοιομορφία ωρών, άλλα. ...*)
 - Inclusion of a workload break-down in terms of ECTS in the Course Syllabus (Συμβόλαιο Μαθήματος) (APPENDIX III b).
6. The issue shall be dealt by the appropriate Departmental Committee and the related University Services.

As regards actions by the Undergraduate Studies the Undergraduate Studies Committee, the committee has raised the issue of a Female Academic Tutor for the female student of the Department (due to the absence of Female Academic Personnel), in the appropriate University Services (Student Welfare Service). The Department is in communication with the services for establishing the specific role.

7. The extra support is provided through module tutorials, personal tutorials, and the repetition of the Maths, Physics and Chemistry modules in the second and third semesters.
8. Academic Tutors are in contact with the students for informal and non-Academic matters. Sessions are scheduled after contacting students at regular intervals. The weaker students are identified through the electronic system and contacted more frequently in the semesters. This is a standard and scheduled procedure in the Department.
The Undergraduate Studies committee shall organize open discussions with the students at least once in each semester.
9. Formal Student Committees exist, and communication takes place in each Departmental Assembly (approximately once a month). All Student issues are formally presented by the Student representatives and discussed with the Dept. Assembly.

SUBJECT: 3. "Teaching staff"

Findings for BEng Mechanical Engineering . The academic staff is competent and the with excellent qualifications for teaching in the programme. The number of teaching staff is adequate for the current needs of the programme but at the same time the committee supports the hiring of more people to counterbalance the high workload of the current staff. The teaching staff brings many learning from active research into the course of the programme."

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

Answer: Comments appreciated.

"Areas of improvement and recommendations for BEng Mechanical Engineering

It is apparent that the academic staff has a strong focus on research and connecting their gained knowledge with teaching. However, there is no established programme for the development of their teaching and pedagogical skills.

It is suggested to establish a 1-year pedagogical course for the development of the teaching skills of the existing and future academic staff. All academic staff should follow such course so the department can ensure that all teaching staff is up-to-date with the best teaching methods.

It is also advised to balance the workload of the teaching staff with hiring more teaching assistants."

Answer: Comments are appreciated. The introduction of the recommended course shall be examined at the University level, by the University Committees.

SUBJECT: Page 22. "4. Student admission, progression, recognition and certification

Findings for BEng Mechanical Engineering. Students are satisfied with the level of teaching and organisation of the programme. The admission requirements are appropriate and there is a plethora of ways to collect, monitor and act on information related with student progression”.

Answer: Comments are appreciated.

Subject: “Strengths for BEng Mechanical Engineering The students are happy with the diversity of the courses and the communication with the teachers. They are particularly satisfied with the transition to online teaching due to the pandemic situation. They are also satisfied with the prospects of future employment”

Answer: Comments are appreciated.

“Areas of improvement and recommendations for BEng Mechanical Engineering.

Special attention is required to the matter of recognition of ECTS for all courses. There are limited established frameworks for exchange of students via the ERASMUS or other EU student mobility channels.”

Answer: The recognition of ECTS is dealt through established University and Departmental Rules. The Departmental rule is provided in APPENDIX V.

SECTION 5. Learning resources and student support

Findings for BEng Mechanical Engineering

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

Answer: Comments appreciated. Regarding Tutoring, there are earlier responses to comments.

“Strengths for BEng Mechanical Engineering

The Department’s staff work hard to reach their ambitious goals of providing a good learning environment for their students. The university is relatively young and benefits from modern infrastructure; it is situated in a coastal town of a high standard of living. There are support structures in place mostly at University level. Tutoring hours are included in the course outlines and also posted on Moodle. Students make good use of these and tutors are willing to arrange extra meetings outside the original timetable. Students can use the Learning Centre by the Student Development Centre.”

Answer: Comments appreciated.

Areas of improvement and recommendations for BEng Mechanical Engineering

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

Answer: Comments are appreciated. The issue will be dealt at a Departmental and University level.

APPENDIX I The Updated Undergraduate Program Guide - attached

APPENDIX II

ΣΤΡΑΤΗΓΙΚΟΙ ΠΥΛΩΝΕΣ ΠΑΝΕΠΙΣΤΗΜΙΟΥ	ΣΤΡΑΤΗΓΙΚΟΙ ΣΤΟΧΟΙ ΠΑΝΕΠΙΣΤΗΜΙΟΥ	ΣΤΟΧΟΙ ΤΜΗΜΑΤΟΣ ΓΙΑ ΤΟ 2018	ΕΝΕΡΓΕΙΕΣ ΠΡΟΣ ΥΛΟΠΟΙΗΣΗ ΤΩΝ ΣΤΟΧΩΝ (συνοπτικά σε μορφή bullets)	ΔΕΙΚΤΕΣ ΜΕΤΡΗΣΗΣ	ΧΡΟΝΙΚΟΣ ΠΡΟΓΡΑΜΜΑΤΙΣΜΟΣ	ΕΥΘΥΝΗ ΥΛΟΠΟΙΗΣΗΣ
1. ΕΚΠΑΙΔΕΥΣΗ Αφοσίωση στην ποιοτική εκπαίδευση	Α. Προσφορά ποιοτικών και διεθνώς ανταγωνιστικών προγραμμάτων σπουδών	Α1. Βελτίωση/αύξηση ποιότητας του Προπτυχιακού και Μεταπτυχιακών Προγράμματος Σπουδών - Προσφορά ανταγωνιστικών προγραμμάτων.	A1.1 Μελέτες και συστάσεις στο Συμβούλιο για θέματα ΠΣ: - Ανασκόπηση/θεώρηση Προγράμματος Σπουδών. - Ισοκαταμερισμός βάρους σε εξάμηνα. - Αναθεώρηση κανόνων (Βαθμός προαπαιτούμενου - Προαπαιτούμενα - Άλλα) - Αναθεώρηση ECTS μαθημάτων, ομοιομορφία ωρών, άλλα. - Ανασκόπηση/επικαιροποίηση ύλης	A1.1 - Βαθμός ικανοποίησης φοιτητών (στατιστικά από ερωτηματολόγιο πόρταλ - αξιολόγηση μαθήματος) [Απαιτείται βελτίωση του θεσμού και του ερωτηματολογίου από ΥΣΦΜ]	A1.1 – Δεκέμβριος 2018	A1.1 - ΕΠΣ - ΥΣΦΜ
			A1.2 Διεξαγωγή έρευνας στο τι προσφέρουν τα άλλα πανεπιστήμια και το τι ζητά η Κυπριακή αγορά - Επί διπλώματι εργασία - Αποτελέσματα προς συζήτηση στην ΕΠΣ.	A1.2 - Βαθμός ικανοποίησης φοιτητών (στατιστικά από ειδικό ερωτηματολόγιο)	A1.2 - Δεκέμβριος 2018	A1.2 - Αγγελή
			A1.3 Δημιουργία επιτροπών ύλης με πιθανή συμμετοχή ατόμων από βιομηχανία - Μελέτη για δημιουργία	A1.3 Βαθμός ικανοποίησης φοιτητών	A1.3 Δεκέμβριος 2018	A1.3. Π. Ελευθερίου, Κ. Χριστοφή, ΥΔΒ, ΥΣΦΜ.

			<p>ερωτηματολογίου προς εργοδότες ως μέρος της Πρακτικής Άσκησης.</p> <p>A1.4 Ανασκόπηση /θεώρηση Προγράμματος Σπουδών με πιθανά θέματα ΜΣ:</p> <ul style="list-style-type: none"> - Ισοκαταμερισμός βάρους σε εξάμηνα. - Αναθεώρηση κανόνων - Αναθεώρηση ECTS μαθημάτων, ομοιομορφία ωρών, άλλα. - Ανασκόπηση /επικαιροποίηση ύλης με πιθανή συμβολή ατόμων από τη βιομηχανία <p>A2.1 Προεργασία για πιστοποίηση 2019 (ΕΠΣ).</p> <p>A2.2 Προεργασία για πιστοποίηση 2019 (ΕΜΣ).</p>	<p>(στατιστικά από ερωτηματολόγιο πορταλ - αξιολόγηση μαθήματος)</p> <p>[Δημιουργία ειδικού ερωτηματολογίου από ΥΣΦΜ]</p> <p>-Ικανοποίηση εργοδοτών (ερωτηματολόγια στη Πρακτική Άσκηση)</p> <p>A1.4 - Εκθέσεις από ΥΣΦΜ, ΥΔΒ για σταδιοδρομία κατάρτιση αποφοίτων, κατάταξη προγράμματος από Διεθνείς Οργανισμούς αξιολόγησης</p>	<p>A1.4 - Εκθέσεις μέχρι Σεπτέμβριο, Εισηγήσεις στο Συμβούλιο μέχρι Δεκέμβριο 2018</p> <p>A2. προγραμματισμού οδηγίων Βάσει /</p>	<p>A1.4 - ΕΜΣ - ΥΣΦΜ - ΥΔΒ</p> <p>A2. Επ. Ποιότητας - Συμβούλιο – ΕΠΣ - ΕΜΣ</p>
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APPENDIX III STUDENT WORKLOAD

CYPRUS UNIVERSITY OF TECHNOLOGY – Faculty of Engineering And Technology - Department of Mechanical Engineering and Materials Science and Engineering
 ΤΕΧΝΟΛΟΓΙΚΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΚΥΠΡΟΥ- Σχολή Μηχανικής και Τεχνολογίας - Τμήμα Μηχανολόγων Μηχανικών και Επιστήμης και Μηχανικής Υλικών



Ερωτηματολόγιο φόρτου μαθήματος

Ώρες / εβδομάδα που αφιερώνετε για μελέτη της ύλης του μαθήματος	Ώρες / εβδομάδα που αφιερώνετε για τις κατ'οίκον εργασίες / εκθέσεις εργαστηριακές ασκήσεις / project / κλπ.	Συνολικές ώρες το εξάμηνο που αφιερώνετε για προετοιμασία εξετάσεων (ενδιάμεσες και τελικές εξετάσεις)

ΤΕΧΝΟΛΟΓΙΚΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΚΥΠΡΟΥ
 ΣΧΟΛΗ ΜΗΧΑΝΙΚΗΣ ΚΑΙ ΤΕΧΝΟΛΟΓΙΑΣ



ΤΜΗΜΑ ΜΗΧΑΝΟΛΟΓΩΝ ΜΗΧΑΝΙΚΩΝ ΚΑΙ
 ΕΠΙΣΤΗΜΗΣ ΚΑΙ ΜΗΧΑΝΙΚΗΣ ΥΛΙΚΩΝ

	Παρασκευή, 4/3/2022, 10:30 – 12:30.			
	Ενδιάμεση και Τελική εξέταση φυσική παρουσία.			
	Εργασίες Κεφαλαίων. Επίλυση ασκήσεων ή/και περιορισμένης έκτασης εργασίες στην ύλη κεφαλαίων.			
	Κατά προσέγγιση αναμενόμενο φόρτο εργασίας:			
	ΠΙΣΤΩΤΙΚΕΣ ΜΟΝΑΔΕΣ	ΩΡΕΣ/Π Μ:	ΩΡΕΣ ΣΥΝΟΛΟ:	ΩΡΕΣ ΕΚΤΟΣ ΔΙΑΛΕΞΕΩΝ
	5	25-30	125-150	88
	ΔΙΑΛΕΞΕΙΣ	26	ΩΡΕΣ/ΔΙΑΛΕΞΗ	2
	ΕΡΓΑΣΙΕΣ	6	~ΩΡΕΣ/ΕΡΓΑΣΙΑ	2
	ΕΝΔΙΑΜΕΣ Η ΕΞΕΤΑΣΗ		~ΩΡΕΣ ΜΕΛΕΤΗΣ ΓΙΑ ΠΡΟΕΤΟΙΜΑΣΙΑ	10
	ΤΕΛΙΚΗ ΕΞΕΤΑΣΗ		ΩΡΕΣ ΕΞΕΤΑΣΗΣ	3
		~ΩΡΕΣ ΜΕΛΕΤΗΣ ΓΙΑ ΠΡΟΕΤΟΙΜΑΣΙΑ	24	
		~ΩΡΕΣ ΜΕΛΕΤΗΣ/ΕΒΔΟΜ ΑΔΑ	1.5	
		ΣΥΝΟΛΟ (ΕΚΤΟΣ ΔΙΑΛΕΞΕΩΝ)	~88	
		ΣΥΝΟΛΟ	~140	
Γλώσσα	Ελληνική			



ΔΙΑΔΙΚΑΣΙΑ ΠΙΣΤΩΣΗΣ ΜΑΘΗΜΑΤΩΝ

1. Ο/Η αιτητής/ρια πρέπει να συμπληρώσει το Έντυπο 1 **‘Αίτημα για Πίστωση Μαθημάτων’** και να το καταθέσει μαζί με τα συνοδευτικά έγγραφα:
 - α. Αναλυτική Βαθμολογία,
 - β. Περιγραφή ύλης του αντίστοιχου μαθήματος από το Πρόγραμμα Σπουδών στο ίδρυμα που το παρακολούθησε το μάθημα),στη Γραμματεία του Τμήματος για να προωθηθεί και εξεταστεί από την Επιτροπή Μετεγγραφών και Δεύτερων Πτυχίων (ΕΜΔΠ) του Τμήματος.
2. Η Επιτροπή ΜΔΠ σε συνεδρία εξετάζει το αίτημα του φοιτητή. Στην απόφαση λαμβάνεται υπόψη:
 - α. Εισήγηση του διδάσκοντα καθηγητή (Έντυπο 2 **‘Εισήγηση Διδάσκοντα’**).
 - β. Η αντιστοιχία στην υλη (θεμελιώδες υπόβαθρο, και εύρος ύλης στα 2/3 της ύλης των μαθημάτων του Τμήματος)* μεταξύ του μαθήματος του Τμήματος μας και του μαθήματος στο ίδρυμα που το παρακολούθησε ο/η αιτητής/ρια.
 - γ. Ο βαθμός του φοιτητή στο ζητούμενο μάθημα. Απαιτείται βαθμός $\geq 6.5/10$ ή αντίστοιχο.
3. Η Επιτροπή εξετάζει τις περιπτώσεις μαθημάτων προς πίστωση, εκτός των επιτυχημένων μαθημάτων στο Τμήμα.
4. Η απόφαση της Επιτροπής καταγράφεται στα πρακτικά και κοινοποιείται στην Υπηρεσία Σπουδών και Φοιτητικής Μέριμνας μέσω του Έντυπου 3 **‘ΕΝΤΥΠΟ ΚΑΤΑΧΩΡΗΣΗΣ ΠΙΣΤΩΜΕΝΩΝ ΜΑΘΗΜΑΤΩΝ’** και στον φοιτητή μέσω του Έντυπου 4 **‘Απόφαση ΕΜΔΠ – Ενημέρωση Φοιτητή’**.

* Σύμφωνα με τη σχετική νομοθεσία ΠΕΡΙ ΑΝΑΓΝΩΡΙΣΗΣ ΤΙΤΛΩΝ ΣΠΟΥΔΩΝ ΑΝΩΤΕΡΗΣ ΚΑΙ ΑΝΩΤΑΤΗΣ ΕΚΠΑΙΔΕΥΣΗΣ ΚΑΙ ΠΑΡΟΧΗΣ ΣΧΕΤΙΚΩΝ ΠΛΗΡΟΦΟΡΙΩΝ ΚΑΝΟΝΙΣΜΩΝ (Μέρος ΙΙ – 3β - ΚΔΠ 634/02) όπως εφαρμόζεται από το ΚΥΣΑΤΣ.

