

## **Response to External Evaluation Report**

(Programmatic within the framework of  
Departmental Evaluation)

### **1. Higher Education Institution:**

Cyprus University of Technology

### **2. Town:** Limassol

### **3. School/Faculty:** Engineering and Technology

**4. Department:** Mechanical Engineering and  
Materials Science and Engineering

### **Programme**

#### **In Greek:**

MSc Ενεργειακά Συστήματα (3 εξάμηνα, 90 ECTS)

#### **In English:**

MSC Energy Systems

Language of Instruction: Greek

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

### 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

### Summary Findings

Sub-area		Non-compliant/ Partially Compliant/Compliant
		MSc Energy Systems
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	Partially compliant

### Specific Findings and Response

#### 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”.

Response: The Postgraduate Program Guide pertaining to the MSc programmes in Mechanical Engineering and Energy Systems is currently being revised in both Greek and English. All material regarding the Departmental rules and regulations, which relate to the quality assurance of the program, are being included in the updated Guide.

“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.”

Response: There is a Departmental decision regarding the issue of liaising with the external stakeholders, stated in the Departmental Strategic Plan 2018 (APPENDIX I). 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.”

Department's Response: General University rules and practices apply. In addition, the newly drafted University Code for combating Harassment and Sexual Harassment ([100802\\_1CUT\\_harassment\\_code\\_ENG.pdf](#)) will be clearly communicated to all students (undergraduate and postgraduate) and staff.

#### Information management:

“There is a good flow of information, 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.”

Response: We thank the Committee for their comments. We will try to maintain and improve this information flow.

“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.”

Response: The above issues “students’ satisfaction ... career paths of graduates” are viewed at University level. Student satisfaction is assessed through the online platform at the Module level. It would not be remiss to note that the Senate Committee on Studies, Library and Student Life (our Department has a representative, Dr. Tasos Georgiades, in this Committee) is in the final stages of completely revamping the existing questionnaire pertaining to student satisfaction. We expect to receive useful information from these questionnaires that will help us improve the courses offered.

Career days and related events are scheduled throughout the year. The Department responds with all possible resources at the dispense of the organizing departments (availability of Staff and Laboratories, presentations, tours, etc.). We also note that pre-Covid the University used to organize a Career Fair on a regular basis. We will liaise with Student Services to make sure that this practice is reenacted now that the pandemic seems to be tapering off. The Departmental Industrial Liaison Committee will contact and encourage past, current and potential employees as well as ETEK to this event. We note that we have a fairly good rapport with many of these stakeholders and we invite them to our annual awards Ceremony. In fact, many of them participate by bestowing awards to students based on academic performance. Thus, we will expand this working relationship and solicit their active participation in the Career Fair.

#### Public Information:

“The department’s web site contains information on the MSc Energy systems 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.”

Response: The revised Postgraduate Program Guide (currently being prepared as mentioned above) will include more detailed information on the examination system, various assessment methods etc. We will also publish, on the website, various statistics as well as graduate employment rates and opportunities as they become available by Student Services.

#### Strengths:

“The programme is well organized and both its content and delivery correspond well to EQF. It is in accordance with its objectives and well aligned with developments in technology and society. Information on the programme and its courses is available.

Monitoring of the graduates' careers is not structured, but still effective."

Response: We thank the Committee for their comments.

Areas of improvement and recommendations:

"A number of students are dropping out due to financial reasons. This is not a problem of the course, but the University should consider options to support the good students that cannot cope with the fees; scholarships perhaps linked with some involvement in support of research or laboratory work would be an option"

Response: We echo the comments of the Committee! We also note that for the same reasons most of the postgraduate students enrolled in the program are also working outside the University on a full time basis, to the detriment of their academic performance. We do provide one or two scholarships (commensurate to the tuition fees of the program) depending on the budget (which varies from year to year) that is available to the Department. This/these scholarships are based on academic criteria at the enrollment stage. The Student welfare services is also offering scholarships on the basis of socioeconomic criteria. For students who take the thesis option and work on an externally funded research project some funding is normally available by the supervisor/advisor. We also employ a few graduate students as laboratory assistants for the undergraduate courses although there are limited opportunities/funding available to satisfy all students' needs.

The Senate Committee on Studies, Library and Student Life has recently instigated a scholarship program for funding the research activities of postdoctoral students for one year (a program in which our Department was very successful in securing more than 50% of the entire funding available university wide) and is exploring the possibility of introducing a similar program for PhD students. Our Department will make a formal request for the introduction of an MSc student tuition-waiver program to help alleviate the dropout problem.

## 2. Student-centred learning, teaching and assessment

### Sub-areas

**2.1. Process of Teaching and learning and student-centred teaching methodology**

**2.2. Practical training**

**2.3. Student assessment**

### Summary Findings

Sub-area		Non-compliant/ Partially Compliant/Compliant
		MSc Energy Systems
2.1	Process of Teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical Training	Partially Compliant
2.3	Student Assessment	Compliant

### Specific Findings and Response

#### General:

“The Department offers a three academic semester MSc course in Energy Systems in a thesis-based or course-based option. The structure of the course is clearly laid out in detail and includes an option to take course from another CUT department or another University on approval from the Studies Committee. A detailed description is available for each course with clear aims and learning outcomes as well as the formal assessment. An internal review found the MSc programme to be comparable to other Cypriot and European Institutions. Admission relies on candidates having achieved a score of 6.5 in a relevant undergraduate degree. Although the normal duration is 13 months in a full-time study basis, on average students take 3-4 years to graduate as several are also in full-time employment in industry whilst studying. The difficulty of combining study and professional employment duties leads to the drop-out rate of approximately 20%. An industrial training programme is again mentioned as for the BEng above; here the application lists organizing year round meetings with potential employers to explore research collaboration, vacancies. Similar financial aid/hardship funds support as for BEng above. There was no information during the online meetings nor in the application related to course feedback, criteria for marking or formal examining procedures.”

Response: We appreciate the Committee’s comments. The issue of reducing the dropout rate was addressed above. Pertaining to course feedback, we note that the same course feedback procedure is in place as for the undergraduate program. In other words, the students complete a questionnaire and respond to questions regarding both the course and the instructor. As mentioned above, the Senate Committee on Studies, Library and Student Life is in the final stages of completely revamping this questionnaire. We hope to receive useful information from them that will help us improve the courses offered. We note that

all examining procedures and marking schemes are clearly communicated to students at the beginning of each course so that they know how they will be graded. Finally, we reiterate that the Postgraduate Program Guide pertaining to the MSc programmes in Mechanical Engineering and Energy Systems is currently being revised in both Greek and English. All material regarding the Departmental rules and regulations, which relate to the quality assurance of the program, are being included in the updated Guide.

Strengths:

“A wide range of interesting course options are offered taught by experts at the top of their respective fields. Formalised procedures for curriculum changes and regular updates for refreshing the courses. Links with society and industry. Good e-learning support. Can offer research theses on a wide range of topics though it was mentioned that not many students take the thesis-based option.”

Response: The Committee’s comments are appreciated.

Areas of improvement and recommendations:

“1. In an effort to decrease drop-out rate and length of study needed for graduating from the MSc course, the Department could consider building a stronger link with the employers of the MSc students if these lie in the Engineering sector. They could offer running ‘for free’ MSc research projects in the interest of the employing industry, in lieu of more time given to the student to dedicate to their MSc studies.

2. Build a cohort culture amongst students by organizing social departmental events amongst staff and students. To this same effect, the Department can organise common soft skills courses for the postgraduate students such as leadership training, communication skills, teamwork, problem solving etc.

3. Some students commented that the advanced courses were not challenging enough for those that graduated at CUT – they were unsure whether this was because they know ‘how things work/what the professors they know already expect’ or the courses were not challenging enough.

4. The Department is already considering offering courses in English that could increase the student numbers – this could also help with hiring more female staff and in general the Department’s diversity if the newly hired academic does not need to be fluent in the Greek language. “

Response:

1. Career days and related events are scheduled throughout the year. The Department responds with all possible resources at the dispense of the organizing departments (availability of Staff and Laboratories, presentations, tours, etc.). We also note that the pre-Covid the University used to organize a Career Fair on a regular basis. We will liaise with Student Services to make sure that this practice is reenacted now that the pandemic seems to be tapering off. The Departmental Industrial Liaison Committee will contact and encourage past, current and potential employees as well as ETEK to this event. We note that we have a fairly good rapport with many of these stakeholders and we invite them to our annual awards Ceremony. In fact, many of them participate by bestowing awards to students based on academic performance. Thus, we will expand this working relationship and solicit their active participation in the Career Fair. We are also actively

looking for research collaborations with industrial partners and most research funding programs announced by the Cyprus Research and Innovation Foundation require such collaborations. Thus, “the possibility for ‘free’ MSc research projects in the interest of the employing industry, in lieu of more time given to the student to dedicate to their MSc studies” as suggested by the Committee will be more actively pursued and successful cases will be announced on both the Department’s website as well as in the relevant social media accounts run by the Department.

2. With the support of the Student Welfare Services, the Department is very interested in organizing a Leadership, Teamwork and Group communication course for the postgraduate students. The e-learning facilities offered by the University as well as the cumulative “on-line” experience accrued during the pandemic period is expected to facilitate the offering of such a course. Also, the meet-and-greet event that is organized every year for the benefit of the incoming undergraduate students will be expanded to include the postgraduate students and, in conjunction with the established biweekly seminar event we hope to help postgraduate students build a better cohort system.

3. We routinely receive the same comments by our students who pursue a Master’s program at other Universities both in Cyprus and overseas! We believe that this is a result of the undergraduate education of our students. That our students are well equipped to handle essentially any postgraduate program is a source of pride for us and we are grateful to them for promoting CUT.

4. In its last meeting, dated 14 April 2022, the Department has formally decided to offer the postgraduate program in Mechanical Engineering in English. We have asked permission from the University to offer this program starting in September 2022. This will be the first program in the School of Engineering and Technology (and the second across the University) to be offered in its entirety in English. We hope to also exploit recent developments with the European University of Technology, EUT +, to attract students from the other seven University Partners in the EUT + alliance. Courses that are common to both programs will, of course, be taught in English.

We also note that pertinent to the two most recent academic positions we will be announcing soon (one in Thermodynamics/Energy Systems and one in Control of Mechanical/Industrial Systems and Processes), the Department has made effort to identify qualified female member to be included in the pool of external Professors participating in the Faculty Search Committee. The Department is in the process of revising its procedure for selecting the external members of the Faculty Search and Faculty Promotion Committees so that at least one position is filled by a female Professor. Since the Search Committees rely heavily on the input/recommendation of the external members we hope that this policy will eventually enhance the diversity of the recruited faculty to include more female personnel.

### 3. Teaching Staff

<b><u>Sub-areas</u></b>
<b>3.1. Teaching staff recruitment and development</b>
<b>3.2. Teaching staff number and status</b>
<b>3.3. Synergies of teaching and Research</b>

#### Summary Findings

Sub-area		Non-compliant/ Partially Compliant/Compliant
		MSc Energy Systems
3.1	Teaching staff recruitment and development	Partially compliant
3.2	Teaching staff number and status	compliant
3.3	Synergies of teaching and research	compliant

#### Specific Findings and Response

##### General:

“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.”

Response: We thank the Committee for their comments. The Departmental Strategic Planning Committee has identified the areas of Engineering Design using novel and emerging materials, Additive Manufacturing, Robotics and Control of Mechanical and Mechatronic Systems and Thermodynamics/Energy Systems as critical in terms of the Department’s growth and future development. We strongly believe that bringing in expertise in these areas will enrich both our undergraduate as well as postgraduate programs and, by consequence, make the MSc. Programs in Mechanical Engineering and Energy Systems more attractive to students, both local and overseas. This sentiment is certainly echoed by our own graduates who often select Masters programs in these areas offered by European (mostly) and other overseas universities.

To this end, we have recently hired Dr. Petros Siegkas whose expertise is on engineering design and additive manufacturing and are in the last stages of recruiting another Lecturer/Assistant Professor in the area of Design and Manufacturing. Furthermore, we are roughly in the middle stages of recruiting a faculty member in the area of synthesis and growth of inorganic functional materials. Finally, we note that at our last Departmental



meeting (April 14, 2022) we have decided on the recruitment of two Lecturers/Assistant Professors, one in Control of Mechanical/Industrial Systems and Processes and one in Thermodynamics/Energy Systems. The positions have been approved by the University and are expected to be announced soon.

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.”

Response: We thank the Committee for their comments.

Areas of improvement and recommendations:

“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.”

Response: We thank the Committee for their comments. The introduction of the recommended course shall be examined at the University level, by the University Committees. We are aware of such courses designed to improve teaching development and implementation of teaching portfolios and we certainly support the idea. We will relay our position to the Senate Committee on Studies, Library and Student Life so that it can get the necessary approval and funding by the University.

#### 4. Student admission, progression, recognition and certification

##### Sub-areas

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

##### Summary Findings

Sub-area		Non-compliant/ Partially Compliant/Compliant
		MSc Energy Systems
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

#### Specific Findings and Response

##### General:

“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.”

Response: We appreciate the Committee’s comments.

##### Strengths:

“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.”

Response: We appreciate the Committee’s comments

##### Areas of improvement and recommendations:

“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. It is recommended to establish a late “internship” semester where students work in close contact with industrial stakeholders for a whole semester or move to a recognized academic or research institution abroad for that semester. Such semester will foster external collaboration, will establish ties with industrial stakeholders and secure future employment for the graduates.”

Response: As mentioned before, the Department has formally decided to offer the postgraduate program in Mechanical Engineering in English. We have asked permission from the University to offer this program starting in September 2022. This will be the first program in the School of Engineering and Technology (and the second across the University) to be offered in its entirety in English. Courses that are common to both programs will, of course, be taught in English. We hope to also exploit recent developments with the European University of Technology, EUT +, so that students from the other seven University Partners in the EUT + alliance can come to CUT and our students can go to one of the other Universities. In general, the use of the English language is expected to facilitate the bidirectional movement of students either for an entire semester (contingent to the requisite agreements being set up of course) to take one or more courses, or for a shorter visit to get acquainted with the research of a certain faculty member or group with the objective of eventually pursuing doctoral and/or postdoctoral studies with that group.

## 5. Learning resources and student support

### Sub-areas

**5.1. Teaching and Learning resources**

**5.2. Physical resources**

**5.3. Human support resources**

**5.4. Student support**

### Summary Findings

Sub-area		Non-compliant/ Partially Compliant/Compliant
		MSc Energy Systems
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Partially Compliant

### General:

“The Department runs a well-organised BEng (MSc) 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.”

Response: We appreciate the Committee’s comments. Regarding the comment on the effectiveness of the student mentorship system we note that Academic Advisors are assigned to postgraduate students on registration although, this role is taken over by the Thesis Advisor (pertinent to students who take the Thesis option). In general, students who take the thesis option have regular meetings with their advisor and build a valuable mentoring relationship with the academic staff. We would, however, like to improve the effectiveness of the mentoring system for the non-thesis students. As such, starting on September 2022, we will adopt a policy akin to the one followed for undergraduate students that will involve regular meetings between the (postgraduate) students and

their mentors so that potential problems can be identified and resolved as quickly as possible.

Regarding the comment on the presence of only one, albeit very committed and dedicated administrator, we would like to note that the University has agreed to our request for further administrative support and is planning on providing a Senior Administrator (at the final stage of recruitment) to the School of Engineering.

#### Strengths:

“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.”

Response: We appreciate the Committee’s comments.

#### Areas of improvement and recommendations:

“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).”

Response: Comments are appreciated. The issue will be dealt at a Departmental and University level to ensure that the students are well aware of the level of support that is available to them and give them the opportunity to express their own opinions as to how to improve the overall support structure can be improved.

#### Conclusions and Final Remarks:

“Overall, the Bachelor, Masters of Science and PhD programmes offered by the Department are well structured, achieve their educational goals and deliver valuable input to society. The academic and teaching staff is of high quality and is highly motivated; the infrastructure is at a very good level and adequate for the educational and research activities.

As mentioned in detail in the report, some procedures can be run in a more formal and structured way. This applies in particular for the communication between the University and/or the Department and the PhD students.

In addition to suggestions made earlier on this report, the following can be considered as well:

- The perspective of establishing the European University of Technology is very important as it will enable a true internationalisation of the courses and the attraction of more, non-Greek speaking students and staff.
- The syllabus of the MSc programme could be more streamlined.
- We encourage course delivery by more than one Academic member of staff.

- Analysis of students' assessment can be utilized in a more effective way, to improve both the syllabi and the perception of the courses by the students.
- To the benefit of students from diverse backgrounds, it is suggested to include some introductory courses in fundamentals, especially mathematics.
- Similarly, some courses (which can also be short courses) on soft skills can be included"

Response: We appreciate the Committee's comments. Regarding the bulleted suggestions put forward by the Committee we note the following:

- As mentioned earlier, the Department has formally decided to offer the postgraduate program in Mechanical Engineering in English. We have asked permission from the University to offer this program starting in September 2022. This will be the first program in the School of Engineering and Technology (and the second across the University) to be offered in its entirety in English. We hope to also exploit recent developments with the European University of Technology, EUT +, to attract students from the other seven University Partners in the EUT + alliance. Courses that are common to both programs will, of course, be taught in English.
- As also mentioned earlier, the Postgraduate Program Guide pertaining to the MSc programmes in Mechanical Engineering and Energy Systems is currently being revised in both Greek and English. All material regarding the Departmental rules and regulations, which relate to the quality assurance of the program, are being included in the updated Guide. We further note that the Postgraduate Studies Committee performs annual assessment of the syllabi in an effort to streamline the MSc. Programs as much as possible.
- We certainly echo this sentiment! Although we do have a small number of courses that are taught by more than one instructor we will try to see whether this practice can be extended to include more courses.
- The Senate Committee on Studies, Library and Student Life is in the final stages of completely restructuring the existing questionnaire pertaining to student satisfaction regarding their coursework. We hope to receive useful information from these questionnaires that will help us improve the courses offered.
- We note that most of the postgraduate courses offered do take into consideration the educational diversity and background of the enrolled students and include some introductory fundamental material to help the students transition to the postgraduate level. Examples of such courses include "Advanced Mechanics of Materials", "Advanced Thermodynamics", " Numerical Methods in Engineering", "Advanced Fluid Mechanics" etc. We also have a mathematics course ("Advanced Mathematics") that all postgraduate students take and it essentially includes the necessary material that the students might need during their research.
- As noted earlier on, with the support of the Student Welfare Services, the Department is very interested in organizing a Leadership, Teamwork and Group communication course for the postgraduate students. The e-learning facilities offered by the University as well as the cumulative "on-line" experience accrued during the pandemic period is expected to facilitate the offering of such a course.



APPENDIX I – From 2018 Strategic Planning Meeting

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	A. Προσφορά ποιοτικών και διεθνώς ανταγωνιστικών προγραμμάτων σπουδών	A1. 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  A1.2 Διεξαγωγή έρευνας στο τι προσφέρουν τα άλλα πανεπιστήμια και το τι ζητά η Κυπριακή αγορά - Επί διπλώματι εργασία - Αποτελέσματα προς συζήτηση στην ΕΠΣ.  <b>A1.3 Δημιουργία επιτροπών ύλης με πιθανή συμμετοχή από μων από βιομηχανία</b> - Μελέτη για δημιουργία	A1.1 - Βαθμός ικανοποίησης φοιτητών (στατιστικά από ερωτηματολόγιο πύρταλ - αξιολόγηση μαθήματος) <b>[Απαιτείται βελτίωση του θεσμού και του ερωτηματολογίου από ΥΣΦΜ]</b>  A1.2 - Βαθμός ικανοποίησης φοιτητών (στατιστικά από ειδικό ερωτηματολόγιο)  A1.3 Βαθμός ικανοποίησης φοιτητών (στατιστικά από ερωτηματολόγιο πορταλ - αξιολόγηση μαθήματος)	A1.1 – Δεκέμβριος 2018  A1.2 - Δεκέμβριος 2018  A1.3 Δεκέμβριος 2018	A1.1 - ΕΠΣ - ΥΣΦΜ  A1.2 - Αγγελή  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:  - Ισοκαταμερισμός βάρους σε εξάμηνα.  - Αναθεώρηση κανόνων  - Αναθεώρηση ECTS μαθημάτων, ομοιομορφία ωρών, άλλα.  - Ανασκόπηση /επικαιροποίηση ύλης με πιθανή συμβολή ατόμων από τη βιομηχανία</p> <p>A2.1 Προεργασία για πιστοποίηση 2019 (ΕΠΣ).</p> <p>A2.2 Προεργασία για πιστοποίηση 2019 (ΕΜΣ).</p>	<p><b>[Δημιουργία ειδικού ερωτηματολογίου από ΥΣΦΜ]</b>  -Ικανοποίηση εργοδοτών (ερωτηματολόγια στη Πρακτική Άσκηση)</p> <p>A1.4 - Εκθέσεις από ΥΣΦΜ, ΥΔΒ για σταδιοδρομία αποφοίτων, κατάταξη προγράμματος από Διεθνείς Οργανισμούς αξιολόγησης</p>	<p>A1.4 - Εκθέσεις μέχρι Σεπτέμβριο, Εισηγήσεις στο Συμβούλιο μέχρι Δεκέμβριο 2018</p> <p>A2. Βάσει προγραμματισμού / οδηγιών</p>	<p>A1.4 - ΕΜΣ - ΥΣΦΜ - ΥΔΒ</p> <p>A2. Επ. Ποιότητας - Συμβούλιο – ΕΠΣ - ΕΜΣ</p>
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