

# External Evaluation Report

(Programmatic within the framework of  
Departmental Evaluation)

Doc. 300.3.1/1

Date: 16.04.2021

- **Higher Education Institution:**

**Frederick University**

- **Town: Nicosia (Main campus)**

- **School/Faculty: Engineering/Civil Engineering**

- **Department: Civil Engineering**

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

**Programme 1 – BSc in Civil Engineering**

**In Greek:**

Προπτυχιακό πρόγραμμα Πολιτικού Μηχανικού

**In English:**

BSc in Civil Engineering

**Language(s) of instruction: English**

**Programme 2 – MSc in Structural Engineering**

**In Greek:**

Μεταπτυχιακό πρόγραμμα στη Δομοστατική Μηχανική

**In English:**

MSc in Structural Engineering

**Language(s) of instruction: English**

**Programme 3 – PhD in Civil Engineering**

**In Greek:**

Διδακτορικό πρόγραμμα Πολιτικού Μηχανικού

**In English:**

PhD in Civil Engineering

**Language(s) of instruction: English**



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. Introduction

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

The committee members visited the University virtually during the period of April 12 and 14 2021 due to Covid-19 related restrictions. Nonetheless, they were provided with a significant number of resources that helped with the evaluation.

The members of the Department gave extensive and detailed presentations and were very willing to answer questions asked by the committee. Complementary data and information were provided to ensure a seamless evaluation procedure by the committee members. The committee firmly believes that this evaluation report has not been affected by the virtual nature of the visit. This is thanks to the efforts of all the parties involved.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Giuseppe Andrea Ferro	Professor	Politecnico di Torino, Italy
Emmanouil Chatzis	Associate Professor	University of Oxford, UK
Dimitrios Lignos	Associate Professor	École Polytechnique Fédérale de Lausanne, Switzerland
Andreas Theodotou	Professional Civil Engineer	Scientific and Technical Chamber of Cyprus Representative - ETEK
David Kalashnikov	Student Member	University of Cyprus
Name	Position	University

## C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
  - sub-areas*
  - standards which are relevant to the European Standards and Guidelines (ESG)*
  - some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

### **Findings**

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

### **Strengths**

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

### **Areas of improvement and recommendations**

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding each programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

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

### Sub-areas

- 1.1. Policy for quality assurance
- 1.2. Design, approval, on-going monitoring and review
- 1.3. Public information
- 1.4. Information management

### 1.1 Policy for quality assurance

#### Standards

- *Policy for quality assurance of the programme of study:*
  - *has a formal status and is publicly available*
  - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*
  - *is well elaborated and developed*
  - *the quality assurance process constitutes an academic process and it is not restricted by non-academic factors.*

### 1.2 Design, approval, on-going monitoring and review

#### Standards

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and*

*maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*

- *is designed so that it enables smooth student progression*
- *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process in order to cover the registration requirements of the Scientific and Technical Chamber of Cyprus - ETEK, which is the Professional Body that recognizes Engineering Science in Cyprus.*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders (for example The Scientific and Technical Chamber of Cyprus and The Cyprus Association of Civil Engineers).*

### 1.3 Public information

#### Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
  - *selection criteria*
  - *intended learning outcomes*
  - *qualification awarded*
  - *teaching, learning and assessment procedures*
  - *pass rates*
  - *learning opportunities available to the students*
  - *graduate employment information*

### 1.4 Information management

#### Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - *key performance indicators*
  - *profile of the student population*
  - *student progression, success and drop-out rates*
  - *students' satisfaction with their programmes*
  - *learning resources and student support available*
  - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

*You may also consider the following questions:*

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*





- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- **How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?**
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

## **Findings**

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

### **Findings for BSc in Civil Engineering**

All academic bodies are headed by elected members of faculty, which is in line with what is seen in most EU Universities. Moreover, two student representatives participate in all academic bodies. The content and objectives of the study are in accordance with EQF.

The department has set up an internal evaluation procedure including self-evaluations, student evaluations, teaching activities, research work and contributions to the society. The university is also accredited by the Technical Chamber of Engineers of Cyprus.

The graduation time is, on average, 4 to 4-1/2 years for a full-time student. The pass rate varies from about 20% to 30% per course / semester, which is analogous to other academic programmes in the EU.

The information related to the various programmes of study is publicly accessible through a dedicated website that is constantly updated.

Courses are offered in English to attract international students; the majority of students are Cypriots (about 75%); 20% is from the EU and about 5% from third countries.

Moreover, the university workload is in line with that expressed by ECTS (240 ECTS for 4 academic years). This corresponds to a 25 hours workload for the average student.

Finally, the content of the study program covers the registration requirements of the Scientific and Technical Chamber of Cyprus - ETEK.

### **Findings for MSc in Structural Engineering**

The program may be completed in three (3) academic semesters for 90 ECTS – provides the opportunity to combine practical and technical work. Seven credits comprise courses of specialization.

The admission requirements are set including language requirements in English. Moreover, formal ways have been set to transfer credits from other accredited universities. The program operation is set according to standard rules. Students' course evaluations, faculty course evaluations are taken into consideration.

During the past 5 years, 40 students have successfully graduated. The program has been designed to run optimally with a capacity of 30 students per year. Failing rates in coursework vary from 20% to 50%. This variation is dependent on the student status (i.e., some work part time).

Information regarding the program is publicly accessible through a dedicated web page that is regularly updated.

### **Findings for PhD in Civil Engineering**

It is a research based program that contributes to the fulfilment of the department's vision. It constitutes 240 ECTS credits out of which 60 ECTS credits are from Master's-level coursework, 28 ECTS credits are from Doctoral-level coursework and the rest are research credits.

The program is designed to contribute to graduates with a successful career in academia and high-profile industry.

There is a dedicated committee that oversees the procedures for admission based on application form in English including minimum TOEFL requirements including certified degrees and transcripts. Moreover, recommendation letters are requested for each candidate.

Doctoral positions are announced in an electronic platform including detailed descriptions of the position.

As part of the evaluation process, a qualifying examination has been established to ensure feedback from a doctoral thesis committee.

To date, there has been one PhD graduate since 2016. however the program is relatively new.

### **Strengths**

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

#### **Strengths for BSc in Civil Engineering**

1. The department presented several examples involving both practical works along with emphasis on the fundamentals, which is key for the professional development of potential future graduates.
2. Students have opportunities to collaborate in multidisciplinary projects including the capstone project.
3. Although new, The University is ranked 201 of at least 1000 universities in u-multirank ranking system.

#### **Strengths for MSc in Structural Engineering**

1. Strong core in mechanics related courses.
2. For quality assurance, the department has set formal grading procedures that give constant feedback to the students.
3. Interesting topics on structural assessment and retrofitting are covered.
4. A seminar series is integrated for 2 ECTS units (4-5 seminars).
5. An MSc thesis is considered as part of the formal requirements to complete the degree
6. Technical elective courses for specialization in certain areas.
7. The department encourages practice work through courses for the students to explore how theoretical concepts are applied in practice.
8. An active learning component is integrated through master projects.
9. The university has signed collaborations with other universities for transferring ECTS units depending on the coursework available.

#### **Strengths for PhD in Civil Engineering**

1. Established to develop critical thinking.
2. Promotes ethical considerations in research.

3. Master level coursework should be fulfilled particularly if the admitted students have not completed their masters program (60 ECTS).
4. Doctoral level coursework has also been established for normal flow of the program.
5. Technical writing / Dissertation guidelines have been formally established.

### **Areas of improvement and recommendations**

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

#### **Areas of improvement and recommendations for BSc in Civil Engineering**

At the moment, the committee thinks that the program runs optimally.

#### **Areas of improvement and recommendations for MSc in Structural Engineering**

1. A formal alumni association could be established to receive constant feedback from former graduates. However, the department has already set this as a future goal.

#### **Areas of improvement and recommendations for PhD in Civil Engineering**

While it is early to judge this, it seems that the department has taken the necessary steps to ensure a high quality of the program.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>BSc in Civil Engineering</i>	<i>MSc in Structural Engineering</i>	<i>PhD in Civil Engineering</i>
<b>1.1</b>	Policy for quality assurance	Compliant	Compliant	Compliant
<b>1.2</b>	Design, approval, on-going monitoring and review	Compliant	Compliant	Compliant
<b>1.3</b>	Public information	Compliant	Compliant	Compliant
<b>1.4</b>	Information management	Compliant	Compliant	Compliant

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

### Sub-areas

#### 2.1 Process of teaching and learning and student-centred teaching methodology

#### 2.2 Practical training

#### 2.3 Student assessment

### 2.1 Process of teaching and learning and student-centred teaching methodology

#### Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

### 2.2 Practical training

#### Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

### 2.3 Student assessment

#### Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

*You may also consider the following questions:*

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

## **Findings**

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

### **Findings for** [BSc in Civil Engineering]

The classrooms presented allow for hybrid teaching with screens and monitors in rooms. The classrooms are spacious, new and well-equipped. This is indicative of the University's efforts to incorporate innovative ways of teaching. This has been accelerated inevitably under this period of remote teaching. Students suggested, in their discussion with the committee, that they appreciated the hybrid teaching and specifically the lecturers also using a blackboard in the normal lecture room to deliver the course.

Courses are evaluated on a basis of 50% exam and 50% of coursework. Lecturers have flexibility on how the coursework marks are distributed among assignments, class participation, labs and or midterms. This is done in terms of the requirements of each course, where some have a heavier focus on labs or numerical homework/projects than others. Office hours are provided, both the teaching faculty highlighted that several hours are offered and the students in their feedback mentioned that this was a strong point of the program. The pandemic enforced a zoom approach for those office hours which received equally positive feedback.

The progress of the students is monitored through discussions of the students with their academic advisor twice per semester. In parallel, a student welfare office further advises students that have problems with their exams in terms of reduction of their load. Students that struggle with courses are supported by a peer tutoring system. There is also a student advocate system to support students' complaints.

There is an optional practical training course which the students appreciated and creates a good connection to practical applications. The syllabus has a balance between theoretical and applied/technical courses.

The University uses the ECT credits system. Finally, despite the University having recently established their PhD program, undergraduates are involved in research, through their final year thesis, which often includes interactions with the Department's PhD students and graduated students who may be working in research related projects in industry.

### **Findings for** [MSc in Structural Engineering]

The MSc also follows the ECTs systems with students having to complete 60 ECTs to graduate, including a mandatory thesis. The thesis is broken into two parts: Project (7 credits and thesis 23 credits) which are clearly specified. This is a research related activity 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 (50%-50%). Lectures occur in the afternoon in the same classrooms as the BSc (which occurs earlier in the day). Students have an academic advisor and are supported with office hours.

### Findings for [PhD in Civil Engineering]

Similar structure to MSc regarding courses with the additional guidance by the research supervisor and research advisory committee. The students take MSc courses, plus some additional PhD dedicated courses related to training- such as scientific writing. The students can take related courses from other Departments within the University if the three-member committee approves. But the students can also take affiliated courses in other Universities. The intermediate control points of the qualifying exam and the research approval help the student monitor their progress and produce feedback to the student and supervisor. To ensure the quality and student-centered learning there are internal evaluations of the process. The PhD students work in funded projects which typically provide them with resources for attending conferences. PhD students are often involved as assistants.

### Strengths

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

#### Strengths for BSc in Civil Engineering

1. The Hybrid teaching has been praised by current students and graduates.
2. Good size of modern and well-equipped classrooms.
3. The system of office hours works well.
4. The system of peer-supervision is an innovative idea which benefits the supervised and supervising students.
5. The student advocate system is an innovative idea.
6. Overall there seems to be a strong welfare support for students.

#### Strengths for MSc in Structural Engineering

Hybrid teaching benefits this module as well. The same lecture rooms are used as in the BSc which have adequate space. Courses are run in the afternoons to allow the attendance for students that work. An academic supervisor is assigned to each student. The course has a mandatory project which carries significant weight.

#### Strengths for PhD in Civil Engineering

Students can attend courses from the MSc of the Department but also other Departments in the University. In certain cases students can attend courses from other Universities related to their studies. Students are not limited to the research facilities of the Department but have access to labs from other state Universities. There are multiple control points on student progression.

### Areas of improvement and recommendations

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

#### Areas of improvement and recommendations for BSc in Civil Engineering

Not many areas of improvement were detected for this program. See later point in section 4 related to how student progression is handled, when a student fails a course.

#### Areas of improvement and recommendations for MSc in Structural Engineering

N/A



Areas of improvement and recommendations for PhD in Civil Engineering

This is a recent program having started in 2015. The Department is in the process of building up their numbers in this area. In the future the Department will have demonstrated the application of what the committee has found as a reasonable strategy to more graduated PhD students. The committee supports the Department's intention for growth in this area.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>BSc in Civil Engineering</i>	<i>MSc in Structural Engineering</i>	<i>PhD in Civil Engineering</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant	Compliant	Compliant
2.2	Practical training	Compliant	Compliant	Compliant
2.3	Student assessment	Compliant	Compliant	Compliant

### 3. Teaching staff (ESG 1.5)

#### Sub-areas

- 3.1. Teaching staff recruitment and development
- 3.2. Teaching staff number and status
- 3.3. Synergies of teaching and research

#### 3.1. Teaching staff recruitment and development

##### Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

#### 3.2. Teaching staff number and status

##### Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

#### 3.3. Synergies of teaching and research

##### Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*

- *The allocation of teaching hours compared to the time for research activity is appropriate.*

*You may also consider the following questions:*

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

## **Findings**

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

### **Findings for BSc in Civil Engineering**

Based on the presentation sessions during the virtual visit, the department comprises 10 permanent teaching staff in civil engineering, 6 faculty from other departments complement existing courses (e.g., technology and pathology). Moreover, three other special teaching staff are employed for pertinent coursework (e.g., BIM). Finally, one visiting professor assists in teaching.

Two dedicated scientists and a laboratory assistant aid the teaching process in terms of laboratory works and demonstrator courses. Moreover, the university features a mobility coordinator for Erasmus, a librarian and an infrastructure coordinator.

Each faculty teaches about eight (8) hours per semester. This corresponds to about 2 to 3 courses per semester per faculty and a teaching percentage of about 15%. For promotion of staff, teaching contributions are valued in addition to research and social contributions.

The evaluation committee also found that there is excellent collaboration between faculty members, which provides timely response of the department needs and implementation of future plans for the further improvement of the program.

### **Findings for MSc in Structural Engineering**

Teaching evolves around specific expertise of existing faculty. Specific examples relate to fire, earthquake, risk assessment among others. A full professor, 3 associate professors and 2 assistant professors are heavily involved in the program. Each one teaches three courses, on average to the program.

### Findings for PhD in Civil Engineering

Teaching evolves around specific expertise of existing faculty. Specific examples relate to fire, earthquake, risk assessment among others. A full professor, 3 associate professors and 2 assistant professors are heavily involved in the program. Because of the MSc requirements, each faculty member teaches courses associated with the

### Strengths

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

#### Strengths for BSc in Civil Engineering

1. One senior faculty and a good number of associate professors due to tenure requirements with complementary expertise to address current and future challenges in civil engineering.
2. Good technical depth in coursework.
3. The departmental facilities and teaching equipment are of high quality including dedicated rooms for hybrid learning during the pandemic period.
4. A number of courses integrate a laboratory component that enhances active learning. Good examples relate to structural analysis and soil mechanics. Good teaching practices involve the comparisons of predicted values and laboratory activities.
5. Final year students appreciate laboratory work and see this as a path to post-graduate studies.
6. Technical electives are also offered and regularly revisited to cover existing student needs.
7. Common courses with mechanical engineering (e.g., fluid mechanics) and architecture (e.g., repair and restoration of monuments).

#### Strengths for MSc in Structural Engineering

1. Traditional MSc in structural engineering provides a good basis in core topics of the discipline.
2. Existing faculty is competent to fulfil the requirements of the MSc in Structural Engineering with complementary expertise.
3. Technical electives are also offered and regularly revisited to cover existing student needs.

#### Strengths for PhD in Civil Engineering

1. All faculty members are requested to be involved with the supervision of at least one doctoral student.
2. Each faculty member can supervise up to 5 PhD degree students. This limit ensures high quality of teaching and research activities as well as administrative tasks assigned to each faculty member.

### Areas of improvement and recommendations

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

#### Areas of improvement and recommendations for BSc in Civil Engineering

1. The small size of the faculty limits the ability to form research teams. The department may consider enhancing the collaborations with internationally leading universities to increase the visibility, reputation and status of the department.

2. To strengthen the collaborations with professional bodies, the department may consider the organization of workshops with invited professionals and academics. Some of these practices are already followed including participation in technical committees, open days.
3. Hiring additional visiting professors in key thematic areas in civil engineering (e.g., transportation) may also be a way to strengthen the program, which is something that the department has already in mind.

Areas of improvement and recommendations for MSc in Structural Engineering

Nothing in particular.

Areas of improvement and recommendations for PhD in Civil Engineering

Nothing in particular.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>BSc in Civil Engineering</i>	<i>MSc in Structural Engineering</i>	<i>PhD in Civil Engineering</i>
<b>3.1</b>	Teaching staff recruitment and development	Compliant	Compliant	Compliant
<b>3.2</b>	Teaching staff number and status	Compliant	Compliant	Compliant
<b>3.3</b>	Synergies of teaching and research	Compliant	Compliant	Compliant

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

### Sub-areas

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

### 4.1 Student admission, processes and criteria

#### Standards

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

### 4.2 Student progression

#### Standards

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

### 4.3 Student recognition

#### Standards

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

### 4.4 Student certification

#### Standards

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

*You may also consider the following questions:*

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

## **Findings**

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

Findings for [BSc in Civil Engineering]

The admission process is based on math and an English based classification exam. Students that do satisfyingly well in those exams are admitted without any load limitations. Students that do less well on the exam are placed on probation which means that they start with a reduced load. Failing this probation students may be asked to attend the degree as part time students. At the point of entry the University does not reject applicants for the BSc degree. For students transferring to the BSc recognition is based on the accreditation of the program attended by the student. The courses/credits required for progression are clearly defined. Transfer of credits is done in a process of matching credits to courses of the University, the student is notified of the accredited courses and those rejected, as well as the remaining credits to be taken before they accept. The further accreditation by Cyprus national certification authorities, international (DOATAP) and professional accreditation (ETEK) authorities ensure a quality assurance of the procedure. Such accreditation authorities also have clear specifications of what the requirements are for a degree to be accredited, and the University advises students based on those recommendations.

Regarding student progress in the BSc. The pass/fail rules for courses are known and correspond to a passing line of 50%. Students achieving marks between 40-50% can retake the exam in September (There is a limit of how many courses the students can retake in September). Those achieving marks below that have to retake the class the next year. Students can only take 60 ECTS per year, meaning that failed courses result in delayed graduations. The rules for marking projects are also known and stated to the students: A senior project takes the whole of year 4 and corresponds to 12 credits. The project is evaluated by a 3 member committee (supervisor plus two members). The industrial placement is an option and amounts to 6 ECTS and is evaluated by the Department and the visiting organization with the Department having the largest percentage.

### Findings for [MSc Structural Engineering]

Students admitted based on accredited BSc in Civil Engineering or related. If the applicants exceed the number of max places- the limit being 30 students admitted per year- they are selected based on a set of criteria on their skills and their application form. Students' progression follows the same rules as the BSc.

### Findings for [PhD in Civil Engineering]

A new program that started in 2015. One student has graduated, 7 are actively studying. The PhD is completed within 3 or 4 years. This is based on an application procedure using a research statement and CV as well as two evaluation forms. Admissions follow, after the announcement of advertised PhD positions. A prerequisite is a BSc recognized by the country of the applicant. Students without an MSc have to take graduate courses of the level of 60 ECTs (without a thesis) from a total of 240 ECTs credits that include seminars. For an MSc with relevant courses to the PhD topic this requirement is dropped or credits can be partially transferred. The progression requires: A Qualifying exam at the end of the first year, an approval of the dissertation proposal and a successful defence of the thesis after submission. If a student fails a qualifying exam once the students retake it but only once. Two papers must be published in international journals or conference proceedings before graduation. Beside the research advisor there is also a research advisory committee consisting of 3 members (one of them being the research advisor). This committee approves the proposal. The final dissertation is approved by a 5 member committee: 3 faculty members plus 2 external members from other Universities.

### **Strengths**

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

#### **Strengths for BSc in Civil Engineering**

There is good collaboration with accreditation bodies to ensure that the students are accredited on a case by case level. There is also good guidance on this matter by both the University and the accreditation authorities. Weighing the coursework equally to the final exam achieves a good balance. There are multiple mechanisms to ensure good progression of the students. The student-centered learning benefits the students, and the mechanisms of peer-supervision, reduced load for students that struggle, and student advocate schemes help with the progression of the students as indicated in section 2.

#### **Strengths for MSc in Structural Engineering**

Again the accreditation policy is a strong point similar to the BSc. There is a small number of students ensuring a good ratio of instructors to students. The students appreciate the seminar series because it creates links to the industry.

#### **Strengths for PhD in Civil Engineering**

A recent programme, and as a result has a small number of PhD students and hence this ensures that the supervisors have enough time to monitor the progress of the students. There is a good system to accredit existing credits from previous MSc level courses the students have taken.

### **Areas of improvement and recommendations**

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*



Areas of improvement and recommendations for BSc in Civil Engineering

The Department may consider a rejection threshold in admissions in order to protect students that have shown signs of not being able to cope with the requirements of the degree even if they were to be placed on probation.

The following is not identified as a strong weakness, but it may be a point that can be considered in the future: For students that fail courses the restriction of up to 60 Credits per year may result in delays. The University could consult with the Welfare office and the academic supervisor of the student to examine this requirement on a case-by-case level. (The jump from simple exercises to real life problems can be challenging for some students, so the university may find some interesting and engaging ways of preparing the students to face more challenging problems, as well as giving students the chance to apply more and more theory in practice.)

Areas of improvement and recommendations for MSc in Structural Engineering

No areas of improvement were detected for the MSc. The MSc degree in the future could give more ECTS to technical elective courses, so as the students can have the opportunity to study a variety of subjects that they are more interested in.

Areas of improvement and recommendations for PhD in Civil Engineering

This is a recent program. The Department is trying to grow the numbers of PhD students and this a step in the right direction.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>BSc in Civil Engineering</i>	<i>MSc in Structural Engineering</i>	<i>PhD in Civil Engineering</i>
<b>4.1</b>	Student admission, processes and criteria	Compliant	Compliant	Compliant
<b>4.2</b>	Student progression	Compliant	Compliant	Compliant
<b>4.3</b>	Student recognition	Compliant	Compliant	Compliant
<b>4.4</b>	Student certification	Compliant	Compliant	Compliant

## 5. Learning resources and student support (ESG 1.6)

### Sub-areas

- 5.1. **Teaching and Learning resources**
- 5.2. **Physical resources**
- 5.3. **Human support resources**
- 5.4. **Student support**

### 5.1 Teaching and Learning resources

#### Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

### 5.2 Physical resources

#### Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

### 5.3 Human support resources

#### Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*

- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

## 5.4 Student support

### Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

*You may also consider the following questions:*

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

## **Findings**

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

### **Findings for BSc in Civil Engineering**

There is a dedicated studies and student welfare service, support and counselling service as well as departmental support. It is also interesting that there is a support and counselling office, an academic advisor, a PEER tutoring centre as well as a student advocate.

The department conducts a yearly orientation as well as an information-session and adjustment program to enhance student learning.

The faculty holds regular office hours. During the pandemic these were increased to better support student learning. It also appears that the university monitors attendance.

The university maintains two libraries at two different locations with dedicated librarians to support student learning. However, these are interconnected. Particularly, it holds about 130,000 volumes (combined in two libraries). The university has a head librarian to manage requests

Students submit their electronic evaluations prior to receiving their grades. The course/program coordinator, instructor(s) and departmental chair have access to these evaluations. A formal discussion follows to ensure teaching excellence and a high quality of learning.

### **Findings for MSc in Structural Engineering**

Fairly similar with those from the BSc program.

### **Findings for PhD in Civil Engineering**

1. The university offers open access to a large pool of electronic resources that facilitate research through subscriptions.
2. Students get the opportunity to ask questions and collect feedback during their studies through a variety of ways and this facilitates their learning.
3. Students involved in experimental activities are eligible to conduct testing in other universities (e.g., University of Cyprus) without major issues.

## **Strengths**

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

### **Strengths for BSc in Civil Engineering**

1. The University carefully considers the needs of students with physical disabilities by engaging the counseling center to satisfy specific requests.
2. Online teaching is fully supported through zoom and the e-Learning platform. A hybrid mode of teaching was followed for Fall 2020-2021 with specially equipped hybrid classrooms as well as specially designed DL study rooms, which is an interesting initiative. Students were appreciative of the teaching modules during the pandemic.
3. Active learning is generally promoted and complemented by state-of-art methods and software, computer-assisted analysis.

4. In recent years, the department is committed to teach courses regarding Building Information Modelling (BIM).
5. The University maintains a stock of computers that were provided to a handful of students who did not have access to IT resources from home during the pandemic.
6. The University has set up a Virtual Computer Laboratory to provide access to all software to students by running a VPN client.

#### Strengths for MSc in Structural Engineering

1. There seems to be continuation in particular areas within structures and materials where students are exposed early on in bachelors to potentially interesting research topics. This appears to spark the interest of students.
2. Students appreciate the research to practice component that is embedded in the program.
3. Course offerings align with student interests to build a career either in academia or practice.
4. The university provides access to a number of electronic resources through VPN including access to scientific journals, online databases where the university maintains subscriptions annually.
5. An academic advisor is set for graduate students.
6. Courses are usually offered during the evening to accommodate part time students who work in parallel with the graduate program.

#### Strengths for PhD in Civil Engineering

1. The university provides access to a number of electronic resources through VPN including access to scientific journals, online databases where the university maintains subscriptions annually.
2. Course offerings in the doctoral program could be fulfilled with advanced topics in other universities depending on the need of the specific dissertation. The department has established formal ways for this to be successfully completed.
3. Students can follow classes through online resources without experiencing any major challenge.
4. Students are fully supported by faculty when it comes to accessing research facilities that are not necessarily available in Frederick. Access to other national facilities is ensured through constant communication between faculty members.

#### **Areas of improvement and recommendations**

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

#### Areas of improvement and recommendations for BSc in Civil Engineering

While the program runs smoothly, the department may consider integrating more software into the program through lab sessions as well as the introduction of BIM early on in the curriculum.

#### Areas of improvement and recommendations for MSc in Structural Engineering

The university could help more the students who are struggling and divided between studies and other responsibilities, and teach them proper time management.

#### Areas of improvement and recommendations for PhD in Civil Engineering

The university may consider providing or in taking care of transportation to other campuses or universities for research/teaching purposes, for students who do not have a personal or other way of transportation available.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>BSc in Civil Engineering</i>	<i>MSc in Structural Engineering</i>	<i>PhD in Civil Engineering</i>
<b>5.1</b>	Teaching and Learning resources	Compliant	Compliant	Compliant
<b>5.2</b>	Physical resources	Compliant	Compliant	Compliant
<b>5.3</b>	Human support resources	Compliant	Compliant	Compliant
<b>5.4</b>	Student support	Compliant	Compliant	Compliant

## 6. Additional for doctoral programmes (ALL ESG)

### Sub-areas

- 6.1. **Selection criteria and requirements**
- 6.2. **Proposal and dissertation**
- 6.3. **Supervision and committees**

### 6.1 Selection criteria and requirements

#### Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
  - *the stages of completion*
  - *the minimum and maximum time of completing the programme*
  - *the examinations*
  - *the procedures for supporting and accepting the student's proposal*
  - *the criteria for obtaining the Ph.D. degree*

### 6.2 Proposal and dissertation

#### Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - *the chapters that are contained*
  - *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - *the minimum word limit*
  - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

## 6.3 Supervision and committees

### Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*
  - *reports per semester and feedback from supervisors*
  - *support for writing research papers*
  - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

*You may also consider the following questions:*

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

### Findings

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

The PhD in Civil Engineering program is overseen by the Doctoral Program Committee of the Department. This is a three-member committee appointed by the Council of the Department. One of the three members is appointed as the chairman of the committee. The tenure for the members of the Doctoral Program Committee is four years. The Doctoral Program Committee has the overall responsibility of the quality assurance of the doctoral program and decides on the number of new admissions to the doctoral program.

Admission to the doctoral program is done after the announcement of doctoral positions by the Department, followed by an application by the interested applicant. Eligible applicants must hold a university degree granted by an institution recognized in the country where it operates. The degree must have been judged as equivalent to a University degree by the Cyprus Council for Recognition of Higher Education Qualifications.

The doctoral program is based on the European Credit Transfer and Accumulation System (ECTS). To be awarded the PhD degree, the student must complete at least 240 ECTS credits of graduate



level coursework, research work, and seminar attendance. The student should defend the scientific research findings and the quality of his/her doctoral dissertation during an oral defense, which takes place before the Doctoral Dissertation Evaluation Committee.

The Doctoral Dissertation Evaluation Committee is a five-member committee proposed by the Doctoral Program Committee in consultation with the student’s research advisor and approved by the Council of the School. This committee evaluates the dissertation of the student, and if successful, reports to the Doctoral Program Committee for the recommendation of the PhD award. The Doctoral Dissertation Evaluation Committee must be formed prior to the final year of the student, and at least three months before the submission of the doctoral dissertation of the student.

The Doctoral Dissertation Evaluation Committee must be comprised of three members from the faculty of the Department, including the student’s research advisor, and two external members from other universities, research institutions or qualified individuals. The external members must be PhD holders with extensive knowledge in the research area of the dissertation. The chairman of the committee is a faculty member of the Department, other than the student’s research advisor. The three members of the student’s Research Advisory Committee can also be members of the Doctoral Dissertation Evaluation Committee.

Strengths

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

Formally, the procedure for evaluating the PhD candidates appears solid and well regulated. There is also an external component of professors. At the moment, being the program in an initial phase, it has been applied only on one candidate, and only in the next years it will be possible to analyze the results.

Areas of improvement and recommendations

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

Probably, an increase in external collaboration with professors from other universities both from Cyprus as well as from abroad, will increase the visibility of the programme, also by involving private companies in the field of Civil Engineering.

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

Sub-areas		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Compliant
6.2	Proposal and dissertation	Compliant
6.3	Supervision and committees	Compliant



## D. Conclusions and final remarks

*Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of each programme of study under review may be achieved, with emphasis on the correspondence with the EQF.*

The members of the EEC committee found the academic programmes in BSc in civil engineering, MSc in Structural Engineering and PhD in Civil Engineering to be compliant in all examined aspects. The existing course offerings provide a balance between engineering fundamentals and practice. Moreover, active learning is encouraged through lab work and other means presented by the faculty.

Former graduates have been absorbed in industry and are of the opinion that course offerings and the faculty offer an effective contribution to the society and engineering profession. Classrooms and laboratories are of high quality based on the virtual tours.

With regard to teaching, formal procedures have been established so student feedback is seen in a constructive manner for the further tailoring of existing coursework, which follows the state-of-the-art. This also provides an opportunity to existing and new faculty to improve the course offerings and overall teaching experience. Moreover, the ratio of number of students-to-lecturers seems reasonable. The university has imposed upper limits on graduate / post-graduate student supervising activities so as faculty can ensure a high quality of education as well as the proper allocation of administrative tasks.



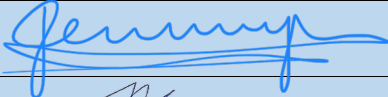
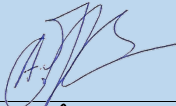

With regard to admission requirements, formal requirements have been established so as high-caliber students enter the university. Moreover, doctoral student supervising/mentoring follows the same standards and practices of top academic institutions from around the world. Doctoral students are offered the opportunity to present their research and disseminate their research findings. The faculty along with graduate students publish their scientific results in peer-reviewed journals in the field of discipline.

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

- 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.
- Syllabus monitoring and updating in coordination with the Scientific and Technical Chamber of Cyprus (ETEK) in accordance with the initial accreditation of the syllabus.
- Potentially new hiring of visiting professors could be more focused in the general areas of transportation to offer more opportunities particularly at the graduate and postgraduate level.
- Potentially increase in external collaboration with professors from other universities both from Cyprus as well as from abroad, will increase the visibility of the PhD programme.



**E. Signatures of the EEC**

Name	Signature
Giuseppe Andrea Ferro	
Emmanouil Chatzis	
Dimitrios Lignos	
Andreas Theodotou	
David Kalashnikov	
Click to enter Name	

**Date:** 16.04.2021

